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ABSTRACT

This Exemplary Activities Handbook for grade 6 is one of nine booklets that organize career education activities around subject matter areas. (There is one booklet each for grades K-6, one for grades 7-9, and one for grades 10-12.) The booklet is organized around these subject matter areas: Fine Arts, Guidance, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies. Each subject matter area is divided into four sections in which activities are arranged according to the four Missouri Career Education Delivery System learning areas: Self Knowledge; Life Roles, Settings, and Events; Life Planning; and Academic and Vocational Skills. Activities, correlated to four goals within each learning area, are briefly described, and necessary information, lists, forms, etc., are provided. Four appendixes provide complete lists of teaching points for the goals in each learning area. (YLB)

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MISSOURI CAREER EDUCATION
EXEMPLARY CLASSROOM ACTIVITIES
FOR
SIXTH GRADE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

WHAT IS THIS?

From 1973 to the present, local school districts have been developing career education curriculum guides as a result of the Mini-Grant Award Program. It is from these locally developed career education curriculum guides that these activities have been taken. Almost all of these guides were organized around grade levels; very few were organized around subject matter areas. As more school districts became involved in career education and as the pre-service activities for teachers and counselors increased, there emerged a growing need to identify exemplary career education activities and to organize them around subject matter areas. This document seeks to meet that need. Such organization of career education activities allows for direct use in the classroom through infusion techniques. It will also assist instructors at the college level in adapting career education concepts to pre-service methods. *The above material is taken from the Missouri Career Education Curriculum Guide Project abstract.*

HOW DO I USE IT?

There is one booklet for each grade K-6. There is also a booklet for grades 7-9 and another for grades 10-12. Each booklet is organized around subject matter areas.

Each subject matter area is divided into four sections. The activities have been arranged according to the four Mo. C.E.D.S. (*Missouri Career Education Delivery System)* learning Areas:

SELF KNOWLEDGE
LIFE ROLES, SETTINGS AND EVENTS
LIFE PLANNING
ACADEMIC AND VOCATIONAL SKILLS

WHAT IS IN EACH LEARNING AREA?

SELF KNOWLEDGE
(LEARNING AREA ONE)

Goal 1.1	The students will be able to develop friendships.
Goal 1.2	The students will relate the effects of their personal characteristics on their interpersonal relationships.
Goal 1.3	The students will be able to communicate openly with others
Goal 1.4	The students will know the necessity of being able to function in a variety of situations.

For a complete list of SELF KNOWLEDGE teaching points, see Appendix A.

LIFE ROLES, SETTINGS AND EVENTS
(LEARNING AREA TWO)

Goal 2.1	The students will relate occupations to the needs and functions of society.
Goal 2.2	The students will know the interrelationship of their roles as workers, family members and citizens
Goal 2.3	The students will be able to identify the function of leisure time in their lives.
Goal 2.4	The students will know the characteristics of various occupations.

For a complete list of LIFE ROLES, SETTINGS AND EVENTS teaching points, see Appendix B.

LIFE PLANNING

(LEARNING AREA THREE)

Goal 3.1	The students will be able to make effective decisions.
Goal 3.2	The students will relate present planning to future outcomes.
Goal 3.3	The students will recognize the need for flexibility in planning.
Goal 3.4	The students will assume the responsibility for their own planning.

For a complete list of LIFE PLANNING teaching points, see Appendix C.

ACADEMIC AND VOCATIONAL SKILLS

(LEARNING AREA FOUR)

Goal 4.1	The students will be able to function to their capacities in school subjects.
Goal 4.2	The students will be able to apply basic academic skills to daily living tasks.
Goal 4.3	The students will know the prerequisites of a variety of occupations.
Goal 4.4	The students will demonstrate an ability in pre-employment skills.

For a complete list of ACADEMIC AND VOCATIONAL SKILLS teaching points, see Appendix D.

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FINE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Greeting cards help us both develop and maintain friendships. Have each student draw from a hat the name of another student, who will become his or her Secret Pal for the year. The students will then prepare greeting cards for happy events in the lives of their Secret Pals. This may mean that they will telephone the homes of their Secret Pals to find out what some of these may be:
   --getting a new dog
   --having braces removed
   --passing a swimming test
   --a birthday

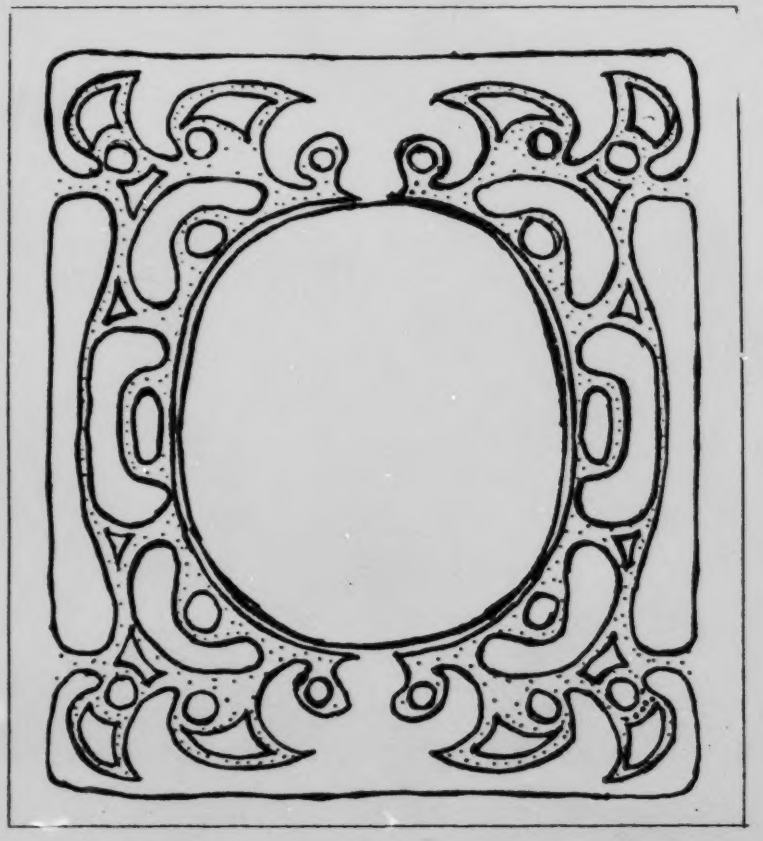
   During "Show and Tell" let students share the greeting cards they have gotten from their Secret Pals.

Goal 1.1

2. Have the students do self-portraits on the kind of paper shown below. Use this to introduce a series of self-awareness activities.

Goal 1.2

Mirror, mirror, on the wall . . .
do I know myself at all?



Notes	
Self-Knowledge	Then have each student decorate the outside of a Manila folder in which he or she will accumulate the completed self-awareness activity papers throughout the year.
Goal 1.3	3. Ask students if they have ever seen writing on sidewalks, walls, in public places and restrooms. That kind of writing is called graffiti. Explain that most of the time the graffiti we see is written in poor taste and it is unacceptable to give examples here in the classroom. Ask why people do that. Is it because they are angry? Are they trying to communicate with someone? Are they just trying to express themselves? Why don't they sign their names? Ask the students to write a few paragraphs trying to explain why people write graffiti.
Goal 1.4	4. Many times we worry about things, even though we know that worry doesn't change anything. Ask the students: --What are some things you worry about? --How does worry make you feel? --What does worry do? Ask the students to design an advertisement or poster, to write a jingle or to compose a song to convince people not to worry. Have the students work in pairs to prepare the ad, poster, jingle or song.

II. Life Roles, Settings and Events

5. Arrange with the principal for the students to cover with paper all the signs in the building. This includes room numbers. Post a student near each covered sign. (Give him or her a note of explanation in case the need arises.) Have the various observers watch for about half an hour. They should uncover the signs before returning to class.

   Have them write up their observations. Ask them to write about a world where there are no signs. They can read these stories aloud.

6. Ask the students to think of a place in the community that needs beautifying. You may want to take them on a walk to survey what the community's beautification needs may be: repainting, cleaning up, picking up trash, planting, landscaping or mural painting. Then have the class prioritize all the needs they have observed. Call the city offices to get the name of the person who is responsible for the need which is the top priority of the students. Invite him or her to speak to the students about his or her work. Have the students point out the need and present a beautification proposal, describing costs and the donated labor. It will impress this official if the proposal includes details of what will be done and by whom. When the proposal is authorized, funded or approved, let the students begin working. Bring your slide camera or have a parent take pictures. Invite the press to chronicle the project for the local paper.

   You can get a lot of mileage out of this activity. You can get:
   --<u>good publicity</u>. The newspaper, the parents and the city council will be impressed with the relevant learning taking place in "the schools" today.
   --<u>future language arts topics</u>. The students can write follow-up letters. They can prepare and record a tape narrating the slides. Use this for Open House.
   --<u>future social studies topics</u>. You can use this activity to introduce the work of city, county or regional planning commissions. Let the students send or accompany their slide tape presentations to one of the planning commission meetings.
   --<u>motivation of heretofore unmotivated students</u>. This is a reality-centered activity. It can give students a chance to use a learning mode other than paper and pencil. It's a way to learn group work skills. From this, students can also learn the essential nature of individual contributions in the community.

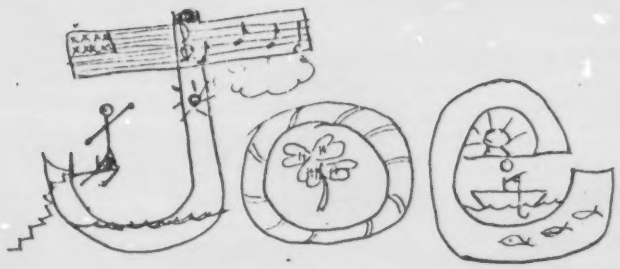
Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Notes Life Roles, Settings, and Events	
Goal 2.3	7. Invite to the class several handicrafters to demonstrate their crafts. Have them explain when their current interests began and what led up to them. Then, select the ones which could be presented for students to try, either modified or as they are. For example, students could learn Tole painting brush strokes with poster paint and tagboard. Use the selected handicrafts for separate art activities: invite the presenters of these handicrafts back to teach the basics. Remember, these people are not educators. It is your responsibility to select the basics of each craft and decide what medium the students can use to learn them. Take good care of the Resource Persons or they won't come back!
Goal 2.3	8. Have students look at a map of the world. Ask them about climates in the various regions. Then have them select places to which they would like to travel. Have them design and paint travel posters advertising the various places.
Goal 2.3	9. Have students scan the city and local newspapers to bring clippings of music and art events. These clippings can include books and shows. Have them paste these on a piece of poster paper to make a class collage.
Goal 2.3	10. Have each band, orchestra, piano or other instrumentalist play a selection on his or her instrument. Ask each one to explain the decision-making process of instrument selection.
Goal 2.3	11. Arrange the students in small groups to brainstorm lists of occupations that use photography. Set a time limit. Explain these brainstorming guidelines: 1. Do not judge the ideas. 2. Let the ideas be wild. 3. Use the ideas of others. 4. Try for many ideas. Ask for a volunteer in each group to act as recorder. Then have all the recorders read all the lists aloud.
Goal 2.3	12. Have a few volunteers prepare a display of library books that discuss a variety of crafts and hobbies.
Goal 2.3	13. Let the students print their names in very large letters on drawing paper 12 x 18. Then have them use the letters as spaces in which to illustrate their favorite leisure activities.



14. The students will create color wheels by cutting color from magazine pictures and arranging in a wheel.

    Ask them to imagine that they need to choose background and foreground colors for a bulletin board. Have them experiment to find the combination they think will stand out the most.

    Have them explore geometric shapes and designs. The task is to create a striking design using these three elements:
    --background color
    --foreground color
    --geometric shapes

Goal 2.4

15. Take a walking field trip or a trip to an art museum. Let the focus be on arches and columns. Have them list the names of buildings where they see:

Goal 2.4

Roman Arch

Gothic Arch

Doric Column

Ionic Column

Corinthian Column

Have students make drawings of several architectural styles.

Invite as resource person an architect to speak about:
--training
--cost of training
--life style
--work tasks
--employment possibilities
--use of school skills

Notes

Life Roles, Settings and Events

Notes	
Life Roles, Settings, and Events Goal 2.4	16. Have the class help you list on the board basic human needs. Explain that many popular songs deal with love, a basic human need. Have them work in pairs to write a song, the title of which is one of the listed basic human needs. Have them choose familiar tunes for the lyrics of their songs. Have each group rehearse and sing its song for the rest of the class.
Goal 2.4	17. Have the students each investigate one of the following art-related occupations: architect architect (landscape) carpenter cement mason commercial artist dancer designer (fashion) designer (industrial) display workers engineers (ceramic) florist jeweler interior designer interior decorator model nursery and landscaping worker painter (production) painter and paperhanger photographer teacher (art) sculptor mechanical draftsman architectural draftsman cartoonist stage, screen and TV designer advertising (newspaper) sign painter tailor photoengraver book illustrator The students can make pictures or mobiles to use when they share the information they gathered.
Goal 2.4	18. Have each student design a container for a new product to be marketed locally. Cover empty boxes and cans with plain white paper. Give one to each student and let him or her use paint, crayons or felt-tipped pens to transfer the design to the empty container.
Goal 2.4	19. Have the students make a class collage of magazine and newspaper pictures which are advertising something. Then have the students search the want ads for job listings related to selling and sales.
Goal 2.4	20. Pete Seeger recordings are a good source of songs about workers in this country. Listen to his work songs. Write down the lyrics. Duplicate copies of the lyrics to some of the songs. Ask students to examine with you one line at a time. Together interpret the historical context and the protest or unfairness presented in the song. Students can then do research on various aspects of labor unions:

--John L. Lewis
--purposes of labor unions in the '20's and purposes of labor unions today
--listing of the major labor unions

Notes

Life Roles, Settings, and Events

Notes	III. Life Planning
Life Planning Goal 3.1	21. Have each student make a family tree showing different occupations in the family. The interesting occupations on the family tree can be circled and explored. On a separate sheet of paper each student should list the occupations he or she circled. Across from each occupation should be written a reason why the occupation was circled. Explain that we are likely to be the most happy in occupations which are based on our interests and abilities and which are freely chosen.
Goal 3.2	22. Ask the students to help you list behaviors and patterns of people which need to be changed so the planet can support us all in a healthy environment. Have them make conservation posters aimed at changing the behaviors and patterns which cause the problems. Your county conservation office may want to use these posters in some way. You may also want to post these around the community.
Goal 3.2	23. Have students collect litter from the school and playground. Have the students make this into mobiles. Make a big sign for the outside of the classroom door: When it's on the ground, you don't notice it as much!
Goal 3.3	24. Have the students learn songs from each of the following periods in American history: --Revolutionary War --Civil War --World War I --World War II --Korean Conflict --Vietnam War Have the students choose one song from each period to present in a program. Divide the class into six groups. Each group can take a period listed above and prepare "program notes" (to be read aloud at the program). These notes can explain the lyrics and the historical context of each song. Summarize by explaining that there is always change, though many things stay the same.
Goal 3.3	25. Prepare the students to put on a public presentation of various ethnic folk songs. (Call it Music from the Melting Pot.) Explain that there is stability in maintaining some things unchanged. This should

help us in our life planning--knowing what we can leave unchanged.

Ethnic music in many communities is easily identifiable. Old World songs haven't been completely changed in the Melting Pot. (Maybe you should call the presentation Music from the Salad Bowl.)

26. Have a sale of student works at the end of the year. Let the students decide which of their art projects they would part with. Have it in connection with PTA or Open House.

Mark each sale item with the price and the owner's name on the same piece of masking tape. As the item is sold, the tape is stuck onto a large piece of paper on the wall. That way the contributors can get credit for their sales. (Neighborhood garage sales are run like this sometimes.) Students can take turns being clerk. Use the money to take the students on an art-related field trip.

Notes

Life Planning

Goal 3.4

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

IV. Academic and Vocational Skills

27. Arouse students' curiosity in the life and works of the following Renaissance artists:
--Botticelli
--da Vinci
--Giotto
--El Greco
--Holbein
--Raphael
--Titian
--Michelangelo

Divide the class into eight small groups. Let each group choose one of the above artists. Some members of each group can copy a picture postcard, reproduction or photograph of one or more works of its artist. (They can use the opaque projector to trace and then paint. Or they can sketch visually.) The other members of each group can gather information on the artist and prepare to present this to the class.

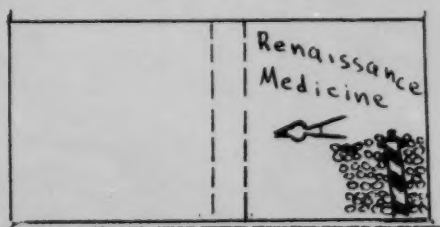
Then, when the pictures and reports are ready, the groups can take turns presenting their artists to one another.

You may want to have the students paint something, imitating the style and subject of one of the painters.

28. Have the students design dust jackets for new books just written about:
--Shakespeare
--Leonardo da Vinci's inventions
--Gutenberg's printing press
--Protestant Reformation
--Galileo
--Sir Isaac Newton
--Copernicus
--bubonic plague
--medical advances during the Renaissance

For this students will need to browse through encyclopedias and library books to find some main ideas. They can get enough information for this activity by looking at illustrations and reading captions. It need not require an in-depth study.

Have the students make their book covers out of pieces of tagboard, folded so they will stand up for a display.



29. Invite as resource persons several junior high students who have shown interest in the arts. Ask them to speak with the art and music teachers to find out what courses and extracurricular activities are offered there. Ask the students to list the courses and to explain the courses. They should also define required and elective.

Notes

Academic and Vocational Skills

Goal 4.3

30. Have the students find magazine pictures of nutritious foods. Have them paste these on a cut-out tagboard shape of a gingerbread cookie. They

can then display the figures "holding hands in a line" in the lunch room. Caption the display, You Are What You Eat.

Goal 4.4

31. Here is an evaluation sheet for students to use when they have finished work on group projects. The names of the group members are entered in the vertical spaces across the top. Have each of the groups sit in a circle. Allow about ten minutes for each of the students to fill out the sheet in silence. Then, again in silence, the sheets are sent around the circle to the right so each student can read the evaluations of his or her group work skills. This can also be done with each student reading aloud his or her rating of each other student and explaining it. This latter approach requires more group trust, self acceptance and objectivity.

Goal 4.4

Notes

Academic and Vocational Skills

Goal 4.4

EVALUATION OF GROUP MEMBERS' WORK

NAMES OF STUDENTS

EVALUATION OF GROUP MEMBER'S WORK			
Got the job done			
Willingly accepted and completed his or her share of the work			
Was helpful to others			
Was dependable			
Helped actively in planning			
Turned in written work on time			
Spent time outside of class working on the problem			
Used many sources of information			
Showed initiative (didn't wait to be told what and how to do)			
Organized material so that meaning was seen by others			
Used visual materials in an effective way			

Rating Scale:
1. Superior, outstanding performance
2. Above average in our group.
3. Below average in our group.
4. Inferior, very poor performance.

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GUIDANCE ACTIVITIES	Notes
I. Self Knowledge	Self Knowledge
1. Let the students work in groups of three to answer each question orally. They must take turns speaking and they must focus on what the speaker is saying. Listening is a very important skill that is useful in developing friendships. You may want to use this activity early in the year to get acquainted. 1. Do you have brothers of sisters? 2. Who is your best friend? 3. What is your favorite thing to eat? 4. What games do you like to play? 5. If you could go anywhere in the world, where would you go? 6. What are your favorite books? 7. What is your favorite subject in school? 8. Do you have a pet? If so, what is it? If you don't have a pet, what kind would you like to have? 9. What movie did you like the best? 10. What is your favorite song? 11. What hobbies do you have?	Goal 1.1
2. This activity will help students look at past achievements, different kinds of rewards and a future goal.	Goal 1.2

Notes

Self Knowledge

Goal 1.2

WHERE MY SUCCESSES TOOK PLACE	WHAT THEY WERE	HOW I KNEW I HAD SUCCEEDED					
		I helped somebody.	I did it well and if felt good.	I was given some-thing.	I got somebody to do something.	I learned something new.	My family was proud of me.
AT HOME	1. 2. 3.						
AT SCHOOL	1. 2. 3.						
WITH MY FRIENDS	1. 2. 3.						

My biggest success was _____. In the future I want to succeed _____.

3. This checklist can be used by students several times during the year. Let all the self-awareness activity sheets accumulate in each student's Profile Folder (a Manila folder personalized by each student). They can compare their own responses at different times to look for personal changes and patterns.

PERSONALITY CHECKLIST

I AM	ALWAYS	USUALLY	SOMETIMES	NEVER
Happy				
Jealous				
Afraid				
Lazy				
Thrifty				
Dependable				
Shy				
Popular				
Friendly				
Kind				
Moody				
Neat				

Notes

Self Knowledge

Goal 1.2

Notes	
Self Knowledge Goal 1.2	4. Write a paragraph about "I, Me and Myself." What are some likes and dislikes? What really interests you most and why? What talents do you have and how can they be developed?
Goal 1.2	5. Have the students do pantomimes depicting important events in their lives. Perhaps you could organize it like "Charades." Otherwise just have the observers try to guess each important event.
Goal 1.2	6. Play a game of riddles, a game as old as Shakespeare himself. Each student lists five of his or her own good qualities on a sheet of paper, keeping his or her identity a secret. The teacher reads the papers aloud and the students try to guess the various writers.
Goal 1.2	7. Have each student write a list of things at which he or she is not good. Explain to the students that sometimes when people say they are not good at something, they <u>really</u> mean they haven't really tried and don't care enough to do so. Other times when they say they are not good at something they have tried and have not been successful. Have the students code their lists. They can write <u>have tried</u> or <u>have not tried</u> after each item.
Goal 1.3	8. Here are some questions that students can answer to develop awareness of the legitimacy of a wide range of feelings. DO YOU EVER FEEL THAT YOU . . . --are not being taken seriously? --are being taken for granted? --have been manipulated? --are being used? --are inferior? --had a right to talk back but didn't because you were afraid? --are not appreciated? --have done your best but it wasn't enough? --don't belong? --don't measure up? --are being judged unfairly? --are worth more than what you get? --have no choice but to quit talking and start swinging? --have too many bosses? --said something which didn't come out right? --have been talked into doing something you really don't want to do?

--can't say what you want to?
--didn't have the comeback you needed at the right moment?
--just got the anger that was really meant for someone else?
--don't have a chance?
--are lost?
--aren't getting anywhere?

DO YOU EVER FEEL THAT SOMEONE?
--is talking behind your back?
--is putting you down?
--is trying to make you feel guilty?
--has it in for you?
--thinks he or she can say anything to you he or she wants to?
--is holding a grudge against you?
--is just waiting for you to make a mistake?
--has set you up?
--is laughing at you?
--is watching you?
--is putting you off?
--is trying to get rid of you?
--is going to say something to embarrass you and you can't stop it?
--is going to give you a hassle?
--thinks you don't have any feelings?
--really believes you don't do anything?
--doesn't like you?
--is not being honest with you?
--wants you to fight his or her battles?
--is trying to blame you for mistakes that are not your responsibility?
--knows something you don't and he or she isn't going to tell you?
--is playing games?
--thinks you are stupid?
--thinks you are his or her property?

WHAT ARE YOU GOING TO DO ABOUT THOSE FEELINGS?

After the students have finished writing, arrange them in small groups. Have each student choose a few of the more troublesome situations and get ideas of others in the group for ways to handle these situations.

9. Perhaps this activity will help students clarify their values so that they will be able to function more easily in a problem situation.

MEET THE DEMANDS OF LIFE

You might learn something from Barbara. Barbara is 12 years old. Like other boys and girls, she has some problems. In fact, she has a very serious one. Her younger sister has been sick in bed for

Notes

Goal 1.4

Notes

Self Knowledge

several weeks. Barbara must help out with the housework to give her mother more time to take care of her younger sister.

Barbara faces this problem and all her others head on. She never runs away from any of them. She doesn't linger around school too long with her girl friends. She comes home and helps out around the house.

Barbara can fit in quickly to a new way of life. Her family has moved several times. Although Barbara dislikes moving, she is quick to make new friends and adjust to the new school and neighborhood.

In what ways are you like Barbara? Describe what you like most about her:

_____

_____

_____

_____

II. Life Roles, Settings and Events

10. Have the students search through the yellow pages in the telephone directory to make a list of various social service agencies in the community. Have the students try to find out what services the listed agencies provide. Help them code the list:
    E--education
    C--counseling
    R--referral
    $--financial aid
    F--food
    Cl--clothing
    S--shelter
    Rx--medicine

    Have a representative from one of the social services come speak to the class as a resource person. Have him or her tell which of the services the agency provides, who delivers the services and how.

11. Have the students list the following categories across the tops of their papers: homemaking, church, school, budgeting, planning, decision-making, travel, sports, music and recreation.

    Then have them list specific family activities under each heading in which each has participated.

12. Invite a panel of "experts" (students) from the junior high school to explain all the extracurricular activities available at that level. If possible, get one student to represent each of the activities and to tell what interests or experiences led him or her into it.

13. Here is something students may use to stimulate awareness of the kinds of considerations related to occupational choice. Students will use this with an employed adult at home or in the neighborhood.

INVESTIGATE AN OCCUPATION

1. Name of the occupation_____
2. Job title_____
3. Exactly what does the worker do?_____
4. What tools or equipment does he or she use?_____
5. Does job require: High school education?____
   College?___Technical school?___Other?_____
6. What qualifications, other than educational, are necessary?
   Physical_____
   Mental_____
   Aptitude or personality_____
7. What are the working conditions and hours?_____

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.2

Goal 2.3

Goal 2.4

Notes

Life Roles, Settings and Events

8. In what kind of business is this job found?____
9. In what geographic location is this job found?_
10. What are the opportunities for advancement?____
11. List as many related jobs as you can _____
12. What interests of yours would this job satisfy? _____
13. What abilities of yours is this job related to? _____
14. Will this job require more or fewer employees in the future?_____
15. What equipment is the worker required to purchase?_____

III. Life Planning

14. Divide the students into small groups. Distribute copies of this activity. Have them read each of the following "Personality Profiles" and suggest five jobs which each person described might enjoy doing.

1. James lives outside of town on a large acreage where he has horses and other animals. He often helps his dad, who has a machine shop on the property. They repair farm machinery and small motor vehicles.

James likes math and also asks to make projects and to build things. He is big and strong for his age and everyone says he is a good ball player.

Sometimes James forgets about other kids' feelings, because he thinks everyone should be like him.

JOBS FOR JAMES

1.
2.
3.
4.
5.

2. Suzanne loves to talk--all the time!! Her parents and teachers really wish she would quiet down. Sue likes to be in plays and always volunteers to be the class speaker. She would much rather give an oral report than a written one.

In her spare time she organized a neighborhood fair for her favorite charity, and last year she sold the most Girl Scout cookies in her troop.

Suzanne gets along with people quite well, although some people think she is "too much."

JOBS FOR SUZANNE

1.
2.
3.
4.
5.

3. Pete is a quiet boy who enjoys his home and his family. He is interested in cars and all kinds of motors. He reads a lot about them and often draws sketches of his "supercars."

The other kids think Pete is a good friend, and he goes out of his way to be nice and to do favors for them.

JOBS FOR PETE

1.
2.
3.
4.
5.

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Grown-ups give him lots of jobs to do because he's a responsible person.

Pete is a good student but sometimes he gets bored in school, and sometimes he's afraid to try new things.

4. Gina is running for class president and she thinks she'll win. She has lots of friends but there are some people who don't like her. (Maybe because she often speaks her mind about things.)

In her spare time she teaches the neighbor kids baton and tap dancing. Last summer she went on a canoe trip with her parents down the Kettle River.

Gina also writes stories for little kids and she reads them to her Sunday School class. She is best in reading and language at school.

JOBS FOR GINA

1.
2.
3.
4.
5

5. Mary Jane likes to spend her time out of doors playing games, riding her bike and investigating bugs and butterflies. She gets up early in the morning and often watches the sunrise from her window.

In school she is good at math and science, and can write good creative stories, and she's a good speller. She likes to be friendly, but really prefers to be alone a lot. She wonders about a lot of things, but would rather read to find answers than to ask people questions.

JOBS FOR MARY JANE

1.
2.
3.
4.
5.

Goal 3.2

15. Planning for Junior High To stimulate your planning, it is essential that a review of school progress and plans be made at this time. Please check or fill in the appropriate information.

15. Continued

	Ability		
	High	Average	Low
I. Educational skills:			
A. Reading			
1. Oral	___	___	___
2. Silent	___	___	___
3. Comprehension	___	___	___
4. Vocabulary	___	___	___
5. Rate	___	___	___
B. Social Studies			
1. Skills			
(a) Map use	___	___	___
(b) Use of resources	___	___	___
2. Facts	___	___	___
C. Science			
1. Facts	___	___	___
2. Problem solving	___	___	___
D. Language Arts			
1. English mechanics			
(a) Grammar	___	___	___
(b) Spelling	___	___	___
(c) Punctuation	___	___	___
(d) Vocabulary	___	___	___
2. Writing skill	___	___	___
3. Oral communication	___	___	___
E. Mathematics			
1. Reasoning (solving problems)	___	___	___
2. Computation (arithmetic)	___	___	___
F. Art Interest	___	___	___
G. Music Interest	___	___	___
H. Athletic Interest			
1. Team sports	___	___	___
2. Individual sports	___	___	___

II. List three occupations you have considered or studied: _____

_____

A. Have you discussed them with: your parents? ____ your friends?___ your counselor?____ other adults?____ your brother or sister?___

III. Would you like to discuss your educational plans or occupational interests with the counselor or teacher in confidence?_____

Notes

Life Planning

Goal 3.2

Notes

Life Planning

Goal 3.2

16. Have the students jot down their past and present goals. Then have each of them prepare a paper with lists of future goals thus:

MY GOALS	BLOCKS TO REACHING MY GOAL		HOW I CAN OVERCOME THE BLOCK
	Something inside myself	Something outside myself	
1.			
2.			
3.			
4.			

Goal 3.2

17. Have the students list goals for themselves. Then have them write the year in which they hope to reach each goal. Then have them arrange these all on time lines.

Goal 3.3

18. Acquaint the students with the biography of a famous person with a handicap. Invite to the class a handicapped person to describe the events which changed his or her life goals and the new goals he or she now has.

Help sensitize the students to the struggle of these people for "normal" life styles.

Goal 3.4

19. Ask the students to work in pairs for this activity. Have them choose a curriculum subject they both like. Have them imagine they belong to a club related to this school subject. Have them plan Halloween, Winter Holiday, Valentine and Year's End parties for their clubs. They should consider themes, invitations, decorations, games and refreshments.

Let each small group share its club's party plans with the rest of the class. It should be fun!

IV. Academic and Vocational Skills

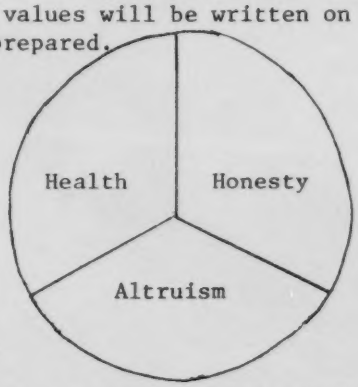
20. Distribute copies of the following list to students.

VALUES

Justice	Love
Loyalty	Power
Religious Faith	Wealth
Morality	Autonomy
Knowledge	Achievement
Emotional Well-being	Honesty
Skill	Wisdom
Health	Pleasure
Physical Appearance	Recognition
Aesthetics	Altruism

Have the students work in pairs to look up unfamiliar words. They need to understand all of them: they will be asked to select the three which they feel are most important.

Then have each student select the three values which if everyone had them, would make the world better. The three values will be written on a wheel which each has prepared.



Then have the partners explain their choices to one another. Tell them they will need to listen carefully: later on, they will introduce their partners to the rest of the class and explain the partners' choices on the values wheels. Reassemble students in a large group and proceed.

> It's easy for us to listen to and to hear what others are saying when we know we will be heard.

21. Duplicate for students the following list of words. (These were used in Activity 20 above.)

Justice	Love
Loyalty	Power
Religious Faith	Wealth
Morality	Autonomy
Knowledge	Achievement

Notes

Academic and Vocational Skills

Goal 4.1

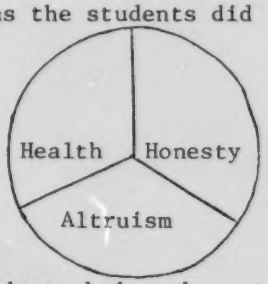
Goal 4.2

Notes

Academic and Vocational Skills

Emotional Well-being	Honesty
Skill	Wisdom
Health	Pleasure
Physical Appearance	Recognition
Aesthetics	Altruism

Ask them to have an adult at home choose the three most important. This adult should write these three on a wheel as the students did in Activity 20, above.



Have the students bring these to school and compare with the values each of them had listed.

Goal 4.3

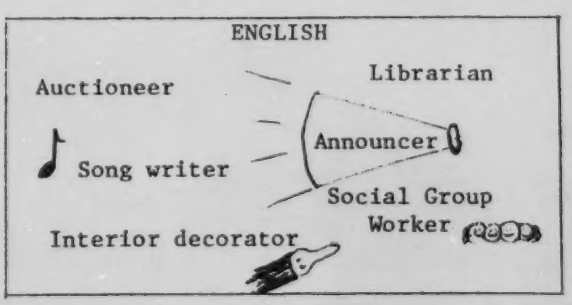
22. Arrange for the sixth graders to have an Orientation Day to get ready for seventh grade. Take the sixth graders on a tour of the junior high school, explaining the cafeteria, library, handbook and so on.

Invite junior high students to explain such things as schedules and extracurricular activities. You may want to arrange for the sixth graders to get their copies of the junior high handbooks and to study them now.

This activity can be adapted for fifth graders and middle school.

Goal 4.3

23. List each junior high school subject matter area on a different piece of poster paper. Hang these on the classroom wall someplace. The students are to draw symbols, write the names of occupations or paste pictures of occupations related to interest and ability in each subject matter area. For example:



Goal 4.4

24. Have the students work in small groups to make plans for rearranging the classroom. Have them prepare

floor plans and furniture cutouts to use in the decision making. Then have each group put its floor plan on a ditto master. Duplicate a copy for each student. The rest of the class uses the handouts as each group explains its plan. The class can point out the advantages and disadvantages of each floor plan.

Explain before beginning that the goals of the activity are:
--to get along in work groups
--to learn to accept suggestions
--to learn how to organize projects

Notes

Academic and Vocational Skills

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HEALTH AND PHYSICAL EDUCATION ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Help the students understand the need for getting along in play. Have them work in small groups to list things that happen when rules are broken. They may think of fouls and penalties in organized games. Encourage them to think of feelings of fellow players in situations where there is no one officiating.

   Then have each student list a game and the rules for it. They can share these in small groups. The listeners may offer additions and corrections.

   Goal 1.1

2. Cleanliness and good grooming are valuable assets when we are trying to establish friendships. Have each student prepare a poster to emphasize this fact.

   Goal 1.1

3. Have each student write his or her name on an envelope and the question, "What do you like about me?" Divide the students into small groups. Give to each student a slip of paper for every member in the group. Each student will pass his or her envelope to the right. The receiving student reads the name on the envelope, writes the answer to the question on the paper, puts it into the envelope and gives the envelope to the next person. When finished students may read the contents of the envelopes silently.

   Goal 1.2

If you get any clues that an envelope contains a negative comment, throw the comment away and say, "That person didn't follow directions."

4. Have each student draw and title a cartoon of something done (by other people) which bothers him or her. Place the cartoons on a bulletin board captioned, What Bugs You? Let each student explain his or her cartoon by completing the sentence, "When you _____, I feel _____." He or she fills in the blanks, naming (1) the action depicted in the cartoon and (2) the feeling it evokes. Explain that this formula can help them to explain their feelings. Write it on the board: When you _____, I feel _____.

   Goal 1.3

5. Help the students understand some facts of medical emergency action. Invite two Emergency Medical Technicians to visit the class. Have them demonstrate:
   --bandaging control of bleeding
   --splinting
   --maintaining vital systems, including respiration and circulation

   Goal 1.4

Notes	
Self Knowledge	Have them demonstrate heart massage and mouth-to-mouth resuscitation. Have them demonstrate first-aid procedures students can use. Then have the students make first-aid posters showing techniques kids can use. Post these around the building.
Goal 1.4	6. Have the students work in groups to prepare a poster listing and illustrating rules for good baby-sitters.

II. Life Roles, Settings and Events

Notes

7. Use the Thermofax machine to get spirit duplicator masters of listings under these sections in the yellow pages of the telephone directory: Health Clubs, Health Food Products and Sporting Goods.

   You may also need a city map for each group of students. Divide the listings equally among the groups. Have each group determine if its businesses are located in the community. Such businesses should be underlined on their lists. Then have a few volunteers list the names, addresses and telephone numbers of the business on a chart.

   Life Roles, Settings and Events

   Goal 2.1

   You will probably have to modify this activity if you live in a rural area.

8. Invite to the class a few parents who now have or had children of this age. (It may be more comfortable if the parents do not have children in your group of students.) Ask the parents to describe the responsibilities of their sixth-graders at home. Have them describe what they expect of their sixth graders as family members, students, leisure participants and citizens. Ask them to explain the importance of these responsibilities. Have them tell why young people have to do things when adults could do them sometimes better, easier and faster. Ask them to describe some of their anxieties while watching their sixth-grade students learn.

   Goal 2.2

9. Have the students list their families' leisure time activities in a column. Across from this list they should list their own leisure time activities. Then have them circle in both lists the items which are the same. Then explain that frequently our choices of leisure activities are influenced by those of our family members.

   Goal 2.3

10. Have some volunteers prepare a display of fishing tackle. Let them explain the various pieces. Have them list names of fish caught in Missouri. Ask the class to help list some advantages and disadvantages of fishing as a leisure time activity.

    Goal 2.3

11. Here is a group of hobbies which might lead to related occupations:
    - Photography
    - Coin collecting
    - Stamp collecting
    - Sewing
    - Gardening
    - Sports
    - Book collecting

Notes Life Roles, Settings and Events	
Goal 2.3	Send home a letter to parents. Ask them to send names and phone numbers of adults who might be willing to come and share the above hobbies with their students. Then divide the class into seven groups. Give to each group the name of one of the above hobbies. Have each group prepare a list of related occupations. Have the students read these aloud.
Goal 2.3	12. Ask for a few volunteers to prepare a presentation explaining the purpose of the American Red Cross. Then have the students prepare a list of volunteer organizations in the community. They will need to ask at home. A volunteer can look in the telephone book white pages under volunteer or voluntary to see if there is a coordinating office of voluntary action. Then have the students choose from the list three organizations that they feel provide the most benefit. Have them rank order these from most important to least important. Then have them get into small groups to explain their rank orders and reasoning.
Goal 2.3	13. Invite representatives from youth organizations: Scouts, YMCA, Big Brother, 4-H, church groups and local clubs. Have each speaker list the purposes of the group. Then duplicate the various lists and have students compare. Then have each student put these in rank order to show his or her first choice, second choice and so on. They can number each organization's list. Or they can cut to separate the organizations and then arrange them, on their desks, in rank order from top to bottom. They should paste these in order on a paper. Then have them explain their rank orders in small groups.
Goal 2.4	14. Arrange to have a few students visit the school cafeteria and watch some of the preparations for the students' lunches. Be prepared to tell the class about preparing food for a large number of people. Share a recipe from the cafeteria with the students.
Goal 2.4	15. Present a list of the different specialties of physicians. Have the students interview a doctor and write a report on him or her. Have them find out: --the specialty --schools attended --cost of training --salary range

--hours --some specific work tasks	Notes
16. Invite local people to come and talk about their work and health and safety. --School principal --Firefighters --Local Rescue Crew --Dentist --Safety Inspectors --Gym Teacher Be sure to talk on each subject before inviting individuals.	Life Roles, Settings and Events Goal 2.4
17. Invite a nurse to talk about: --his or her specialty, if applicable --schools attended --cost of training --salary range --hours --some specific work tasks Have this person tell about some of the various nursing areas. a. Hospital care b. Surgical c. Pediatrics d. Home visitation e. School nurse f. Teaching nurse Ask him or her to describe advantages and disadvantages of the occupation and how it affects family life.	Goal 2.4
18. Have the students help you list activities they consider play. Then have them list all related jobs pertaining to these play activities for which other people are being paid. This list would include such people as teachers, directors, officials, trainers, people in production of equipment and sales people. Then ask students to agree or disagree with these statements in two written paragraphs. --There are many jobs related to sports and recreation. --There is a great amount of money spent on recreation and sports.	Goal 2.4

Notes	III. Life Planning
Life Planning Goal 3.1	19. Ask students to list all the things they do outside of school. Then have them code the ones that are freely chosen, FC. They can use RI to code the activities in which they are really interested. Ask them to read aloud those activities which remain uncoded. Ask why they do these (parent requests, jobs at home, ways to earn money and so on). Explain some of the things you must do, too. Have them each make a list of freely chosen, really interesting activities. Explain that this bit of self awareness may be helpful in choosing friends, hobbies and courses to take.
Goal 3.1	20. Have the students clip magazine pictures of advertised medications. Have them post these on a mural paper captioned Don't Overdo It. Explain that before we decide to do something we need to gather information. For example, aspirin causes slight bleeding in the stomach. Alka-Seltzer is bad for people on low-sodium diets. There are many decisions we must make as consumers. We should use information, not persuasion, to help us decide. Have students collect empty containers of non-prescription medications. Have them read labels for specific warnings. Have them write the warnings and paste the packages to a large piece of tagboard. Explain that the label does not contain all there is to know about the effects of the medication. So the best advice is, "Don't overdo it."
Goal 3.1	21. For this activity you will need the help of your school nurse or the public health nurse. Ask this person to be prepared to speak about the consequences and causes of: --fatigue --malnutrition --obesity --smoking --drug abuse Then post a large chart to stimulate thought and responses. Let them write on this in their spare time.

21. Continued

HEALTH HAZARDS

FATIGUE		MALNUTRITION		OBESITY		SMOKING		DRUG ABUSE	
Facts	Opinions	Facts	Opinions	Facts	Opinions	Facts	Opinions	Facts	Opinions

39

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Goal 3.2

22. Ask students to draw full-length pictures of themselves as they want to look at age 65. They should also describe diseases and infirmities they hope to have. ("What? We don't want any!")

    Then have them list health practices they must implement to maximize their health potential at age 65. Have them think in terms of the following categories:

PREVENTIVE MEDICINE			
Diet	Exercise	Safety	Recreation

Health Planners tell us that by modifying current behaviors in the above categories many illnesses and diseases can be prevented.

Goal 3.3

23. Ask the students to pretend they can have all weekend to do only what they want to do. Ask them to prepare a schedule for Saturday and Sunday.

    Then have them imagine something pressing is scheduled to take place Sunday afternoon from 1 p.m. to 6 p.m. Have the students rework their schedules for the week-end. Tell them they may leave out the least important activities or shorten the others or sleep less or . . .

    Have them sit in small groups and explain how they revised their weekend plans.

IV. Academic and Vocational Skills	Notes
24. Obesity is a very pressing problem in America today. Have the students make low-calorie cookbooks. They can bring recipes from home and copy them carefully on spirit duplicator masters and decorate the master. They can assemble copies of the recipes into booklets. They can then make attractive covers and take them home.	Academic and Vocational Skills
25. Have students do some library reading to make short reports on the following: --the bubonic plague during the Dark Ages --how improved health and sanitation helped us end the Dark Ages	Goal 4.2
26. Have students record daily food intake every day for a week. Have them circle each meal in which all of the basic four food groups are represented. Then have the class write business letters asking for information about the occupation of dietician. The address is: American Dietetic Association 620 North Michigan Avenue Chicago, Illinois	Goal 4.2
27. List the following service occupations on the chalkboard: cooks and chefs, meat cutters, waiters and waitresses, barbers, cosmetologists, mail carriers, telephone operators, firefighters, FBI special agents, police and state police officers, custodians, exterminators and guards. Have each student select one. Have them use the library, parent interviews, or the telephone to report on the following: --what high school courses help them --any on-the-job training --whether a college degree is necessary	Goal 4.3
28. Invite a police officer to make a presentation on bicycle laws and safety. Then have students work in pairs to make posters for the school. These can include: --a diagram of the parts of a bicycle --rules of safety --reflectorizing a bicycle for safety --hand signals --safely using clothing and attachments --traffic signs and what they mean	Goal 4.4
There may be a local civic group which will come and put on a bicycle rodeo and have a safety inspection.	

Notes	
Academic and Vocational Skills Goal 4.4	29. Ask the students to make comic strips, using as the subject their morning health and grooming routines. Arrange them in small groups to present these to one another.

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LANGUAGE ARTS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have students think of a time when they wanted to talk and someone kept butting in, wouldn't stay on the subject or wanted the focus to be on himself or herself. Have students work in pairs to list some rules of good social conversation. Have each pair read its list to the rest of the class.

   You can give a bit more structure to this task by asking that the lists consist of do's and don't's.

   Goal 1.1

2. Have the students list adjectives which can be used to describe people. Then have them circle those which they'd like used to describe themselves.

   They may want to use dictionaries when they "run out" of adjectives.

   Goal 1.1

3. Have the students write stories about adults whom they most admire. Be sure they tell why. They may also want to include photography or sketches.

   Goal 1.1

4. Have students write their own definitions of the word "friend."

   Goal 1.1

5. Introduce the term "regional dialect" stressing that regional dialects differ from one another in vocabulary, pronunciation and expressions. Everyone speaks a dialect--even the way the pupils speak is a dialect or a mixture of dialects. Here are some examples of different dialects:

Northern	Midland	Southern
bag	poke	sack
get sick	take sick	take sick
corn bread	bread pone	corn pone
wishbone	wishbone	pulleybone
pail	bucket	bucket

   Have the students take a poll of their friends, family, and relatives to see which of the above words and expressions they use. Tabulate their findings and report them to the class.

6. Here is a self-knowledge survey:

   Goal 1.2

   1. I am the son or daughter of_____
   2. I am the brother or sister of_____
   3. I am the nephew or niece of_____
   4. I am the cousin of_____

Notes

5. I am the student of_____

6. I am a member of the_____grade.

7. I am a student at_____school.

8. My special classroom friends are:

_____ _____

9. I am one of the kids who live on_____street.

10. After school I play with:

_____ _____

_____ _____

11. I am a member of the following organizations. (Circle any to which you belong.)

Scouts Camp Fire
4-H Club Little League
YMCA YWCA YWHA
Red Cross Neighborhood Club

12. Is it likely that anyone else besides you might have filled this page in exactly the same way?

_____

Goal 1.2

7. One of the major components of career education is self-awareness. Activities such as these might lead students to self-assessment in comparison with other people. Undoubtedly some attitudes will be revealed during an activity of this type.

GET ALONG BETTER WITH YOURSELF

You can take some tips from Jean. Jean is 11 years old. She understands her weak points, and she tries to improve herself as much as possible. She has trouble doing arithmetic and works extra hard at this subject.

She knows she has some good points and skills too, and she respects herself for this. She knows she is especially good at singing. She is trying to make the most of this talent by singing in the shows her class puts on.

Jean takes disappointments right in stride. Suppose she gets a low mark in arithmetic. This bothers her a little, but she bounces back fast because she knows she did her best. Suppose Jean can't watch her favorite TV program because her sister is looking at another one. She doesn't sulk or get angry. She knows she can't get her way all the time.

In what ways are you like Jean? Do you want to be more like her? Write what you admire most about Jean:

_____

_____

_____

Notes

Self Knowledge

8. Here is a self-assessment.

Goal 1.2

	Always	Usually	Sometimes	Never
Happy				
Jealous				
Afraid				
Lazy				
Thrifty				
Dependable				
Shy				
Popular				
Friendly				
Kind				
Moody				
Neat				

9. Here is a self-assessment which students can use for goal setting and contract writing.

Goal 1.2

a. Am I easy to get along with?
b. Do I have close friends?
c. Do I follow instructions?
d. Do I complete my homework?
e. Do I listen carefully?
f. Am I courteous and well mannered?
g. Do I share with others?
h. Am I honest?
i. Am I thoughtful of others?
j. Am I friendly?
k. Do I have self-confidence?
l. Am I dependable?
m. Am I helpful at home and school?
n. Do I play fair?
o. Am I patient?

Simply ask them to choose one of the questions to which they answered <u>no</u>. Have them list one action that can be done toward making the answer <u>yes</u>. Then have them decide how often this one action will be done and by when. This is easily converted to a contract.

I, _____, will

_____
(action)

Notes

Self Knowledge

(how often)

(by when)

Signature Date

Signature Date

Signature Date

Goal 1.2

10. Have the students write autobiographies which might include the following:

a. Relationship with Family
b. Communication with parents
c. Individual likes
d. Individual dislikes
e. Home, location, etc.
f. Health
g. Responsibilities and how they are met
h. Travel experiences and/or unusual experiences
i. Interests, hobbies, activities
j. School program

Goal 1.2

11. Give to each student a name tag (a 3 x 5 card). Have them complete it as follows:

One thing at home you are proud of	Where you would like to live for one year
Louise	
One thing you are good at doing	One famous living person you would like to be like

Divide them into small groups. Have them take turns explaining the words on their tags.

Goal 1.2

12. Help students perceive themselves more accurately. The assumption is that a more accurate self-perception will enhance a person's self-identity.

Directions: These sentences need endings. Complete them so each sentence tells how you usually feel.

1. I am happiest when_____

2. I get angry when_____

3. I am frightened by_____

4. I feel love when_____

5. I feel sad about_____

6. I get excited when_____

7. I am bored when I_____

8. I am ashamed when I_____

9. I get satisfaction out of_____

10. I am most proud of_____

11. I put trust in_____

12. I get "hung up" over_____

13. I feel safe when_____

14. I feel peaceful when_____

15. I feel hurt when_____

16. Things that make me happy are_____

13. Here is an exercise which may help students articulate their feelings.

Goal 1.3

OUR CLASS

Yes	No	1.	I would like to play with many of my classmates after school.
Yes	No	2.	We argue a lot in this class.
Yes	No	3.	I have more friends in this class now than I did at the beginning of the year.
Yes	No	4.	In this class we usually pick on one or two people.
Yes	No	5.	Almost everyone listens when someone else says something or makes a suggestion.
Yes	No	6.	We usually laugh when someone gives the wrong answer.
Yes	No	7.	Sometimes we are able to plan activities and carry them out.
Yes	No	8.	People feel afraid and uncomfortable in this class.
Yes	No	9.	There are certain people in this room who are not usually included in the activities.
Yes	No	10.	Most people in this class try to get along with each other.

Notes

Self Knowledge

Qualities I admire in a person:

Qualities I dislike in a person:

FEEDBACK SENTENCE STEMS

1. The high point of my week was when_____

_____

2. I feel most satisfied at times when_____

_____

3. If I could change one thing about this class it would be_____

_____

4. One thing I'm going to do personally to make these classes better for me is_____

_____

5. Next week would you please try to_____

_____

6. And I'd also like to say_____

_____

Goal 1.3

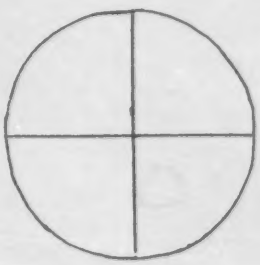
14. This activity can be used periodically during the course of the year. Use small groups.

HERE AND NOW WHEEL

(a) Date the sheet. This exercise can be repeated at different times over a period of time.

(b) In each of the quarter sections of the circle, write one adjective or word which describes how you are presently feeling.

(c) Ask group members to share openly what they are feeling presently.



TWENTY QUESTIONS ABOUT ME

15. Finish these sentences to tell how you feel or act when something like this happens to you. There are no right or wrong answers. Tell just how you feel or act.

Suppose the sentence were:

"When I am given a gift, I _____."
One person might write, " . . . am very happy." Another might write, " . . . feel sorry since I didn't give a gift in return." Someone else might write, " . . . open it up right away." Each person is writing what or how he or she feels or acts.

1. When I know the answer to a teacher's question in class, I usually . . .

2. Most of my classmates think that I am . . .

3. When someone asks me to be the leader in some group work, I . . .

4. People who come into class for the first time probably think that I . . .

5. When I see others doing better than I am, I . .

6. From past experiences, I believe the teachers think I am . . .

7. No matter what others may think about me, I know I am . . .

8. When I try to do a lesson and can't, I . . .

9. When I don't know what the assignment is or how to do it, I . . .

10. I believe that the people I live with think I am . . .

11. The thing that worries me most is . . .

12. What I like best in school is . . .

13. I wish that I could change . . .

14. I am most interested in . . .

15. If I could do whatever I wanted, I would . . .

16. Usually, when the teachers call on me to give an answer, I feel . . .

17. When I have extra time, I usually . . .

Notes

Self Knowledge

Goal 1.3

Notes	
Self-Knowledge	18. Most of all, I would like to change . . . 19. I am happiest when I am . . . 20. I am pretty good at . . .
Goal 1.3	16. Divide the blackboard in half. Label one half "Things That Are Hard To Talk About" and the other half "Things That Are Easy To Talk About." As the students name various subjects, they will tell whether they are easy to talk about.
Goal 1.3	17. Bring to the class some old kitchen implements (see your local collectors). Tell students the name of each but not how it works. Have them choose one and write a sequential description of how it works and what it does.
Goal 1.3	18. Have a panel discussion on the advantages and disadvantages of being the oldest or youngest child of a family.
Goal 1.4	19. Have the students name and describe famous people who have overcome failure. Churchill and Lincoln are good examples. Have them sit in small groups to take turns answering these questions: --Have you had any success in school? --How do you attempt to overcome failure? --Do you become very upset when you fail? --Do you blame yourself when you fail? --Is there a need for you to keep on learning? Then have each student write a paragraph describing his or her overcoming a failure.

II. Life Roles, Settings and Events	Notes
20. Have the students work in pairs to list alphabetically 25 products manufactured locally. Then have each pair choose a product and prepare an advertisement for it.	Life Roles, Settings and Events Goal 2.1
21. Set up a simple debate. a. Draw straws to see who begins. b. The first person gets three minutes. c. The other person gets three minutes to reply. The topic is "All people are truly created equal."	
22. Have the students work in pairs. They will list ways that they might improve communication with their parents at home. This is important because they are older now.	Goal 2.2
23. Have the students write a few paragraphs describing the occupation of one parent. Have them describe how the job affects the rest of the family. Have them think about: --money --time at or away from home --time for the rest of the family --time for leisure --insurance This can be followed with another paragraph telling if the students would choose the same occupation.	Goal 2.2
24. Have the students make up riddles about hobbies.	Goal 2.3
25. Read aloud a few movie reviews from a large daily newspaper. Have students watch a coming television movie and critique it. Have them write about such things as: --acting --costumes --set design --music --photography Then have a few (or all) the students read their reviews aloud.	Goal 2.3
26. The class will prepare a poster-size directory of leisure facilities in the area. The poster can list the facilities in alphabetical order under the various category headings.	Goal 2.3
27. Have the students list for a week health products advertised on television. They can put a sheet of paper and pencil near the set at home and ask	Goal 2.3

Notes	
Life Roles, Settings and Events	
Goal 2.4	family members to help them list. Ask the students to read their lists and tell some of the claims made by the manufacturers.
	28. Let a student dictate a business letter to the rest of the class. Have the students write it. Then introduce the form of a business letter. Have the students write the letter in business form. Tell students that secretaries use shorthand or dictaphones to prepare business letters.
Goal 2.4	29. Have the students write fantasy stories called "What do You Think Happened at the _____ the Other Day?" They name a work setting in the blank, such as zoo, post office, hospital, police station or water plant.
Goal 2.4	30. Tell the students they are copy writers for an advertising agency. Each one is to write an advertisement selling a vacation. It will appear in a newspaper. Each one selects a particular country or place. They use encyclopedias or other research sources for basic information. Let them use a whole sheet of newsprint so they get the feeling that this is a "full-page spread." Display the completed ads.
Goal 2.4	31. Have the students use the five "wh's" to write newspaper articles: who, what, where, when and why. Have them describe an event from home, their own lives or the neighborhood. Tell them about "by-lines."
Goal 2.4	32. Have the students select occupations which interest them. Have them draw symbols which represent the jobs. They should put these on large circles of paper. The other students can guess the name of the occupation being symbolized.

III. Life Planning

33. Have the students list ten things they need to have a happy life. Then have them put these in a rank order: the most important need is on top of the list. The second most important need comes next. The least important need is on the bottom. Have them sit in small groups to explain their rank orders to one another.

    Then explain that in decision making we have many choices or alternatives. We need to figure out what we want most or the top priority. This makes it easier to decide.

34. Draw a long line across the blackboard.

    NO _____ YES

    Explain that this is a continuum line. To answer yes they will stand under yes. To answer no they will stand under no. They may stand anywhere along the line to show answers between yes and no. Have all or part of the class go stand under the line. Then ask the students to show their answers to these questions:

    1. Would you report someone who is writing on the bathroom wall?
    2. Would you report a friend who is writing on the bathroom wall?
    3. Should students who misbehave be "kicked out" of the room for a period of time?
    4. Do younger brothers and sisters need more attention than you at home?
    5. Should older brothers and sisters be allowed to stay up later than you at home?
    6. Should you be able to go to the shopping center without asking your mother's permission?
    7. Does my family have fun together?
    8. If you and your best friend are playing, should you include another friend?
    9. If a hungry dog came to your door, would you feed it?
    10. If a hungry dog came to your door, would you feed it even though your mother told you not to?
    11. If a hungry dog came to your door, would you feed it even though your mother told you not to and she wasn't home?

35. This activity will show that we have differing values, priorities and ideas; and that they affect our decisions.

    Have each student jot down the name of the most pressing social problem in the world today. Have them all design advertisements for products which

Notes

Life Planning

Goal 3.1

Goal 3.1

Notes	
Life Planning	would help solve those social problems and make the world better. Have the students explain their social problems, products and advertisements to each other. They can do this in small groups or one large circle.
Goal 3.1	36. Present a list of television-related words: television — camera engineer — reporter commercial — documentary interview — series comedy — drama educational — violence Introduce the idea of a petition. Have each student write a petition about television today. Each one should begin, "We the undersigned . . .". Then have the students circulate and get signatures. (Remind the signers to read first.) Send copies of these petitions to the presidents of ABC, NBC, and CBS.
Goal 3.1	37. Have the students answer the following questions: 1. Which would you hate most? TO: (a) be spanked (b) have privileges taken away for a week (c) be isolated from friends for a week TO BE: (a) blind (b) deaf (c) paralyzed in your legs 2. Which is more important? TO BE: (a) responsible (a) self-controlled (b) honest (b) intellectual (c) obedient (c) independent (a) clean (a) forgiving (b) broad-minded (b) helpful (c) ambitious (c) imaginative (a) capable (a) logical (b) courageous (b) loving (c) dependable (c) polite
Goal 3.1	38. To think and write on: 1. How has humanity changed the natural environment in your community? 2. Which changes in the environment do you think were good and which were bad for your community?

3. If you could make a change in your community's environment, what would you change? What would the consequences be?	Notes Life Planning
4. Is this something you'd like to work on? What would your first steps have to be?	
39. Help establish the point that we ought to be clear about what we want out of life. Students are asked to construct two perfect days, and in the process they learn more about what they really love in life. Tell the students to project themselves into the future, anytime from the next day to several years from where they are, and imagine two days that would be ideal for them. Each student is to imagine 48 hours of what for him or her would be the best possible use of that period of time. They can fantasize whatever they want; the only limit is the time of 48 hours. Students are to write about their ideal two days. They are to write about where they would be, what they would be doing and who might be there. As much detail as possible should be given. After the students have written about their two days, volunteers are asked to read their stories aloud or the class can be divided into small groups in which students share their ideal days. Students may then be asked what they have learned or relearned about themselves from the activity. They may use sentence stems to share with the group one or more of their feelings. Students are not called on, but volunteer to speak. I learned that I . . . I realized that I . . . I relearned that I . . . I was surprised that I . I noticed that I . . . I was pleased that I . . I discovered that I . . . I was displeased that I.	Goal 3.2
40. Write and illustrate stories "I Would Like to Be" without signing their names. After stories have been written, redistribute them and read them aloud. After each story is read, have the group discuss: a. Why a person might want to be what is suggested in the story b. What a person might do to achieve this wish c. How realistic the desires and intentions expressed have been	Goal 3.2

Notes	
Life Planning Goal 3.3	41. Have students bring baby pictures. Have them draw what they think they will look like twenty years hence. Using these and recent school pictures, make a bulletin board labeled Past, Present and Future. Discuss with the class about growth and change. Discuss how they have changed since they were infants. a. What kinds of things could you do when you were a tiny, tiny baby? b. Name some of the things you learned at home before coming to school. c. What things can you do now that you couldn't do before you entered school? d. Tell us about some things you have learned recently which you feel are important for you to know. Invite a student from a higher class to come in and give a short talk (15-20 min.) to the class about things he or she has learned. Explain to the class some things that he or she is now learning. To tie up this lesson, have the children try to match baby pictures, drawings and class photos that have appeared on the bulletin board.
Goal 3.3	42. Have students interview and do research on the oldest persons they know, finding out as much as they can about those persons. They will write reports in biographical form and share them with their classmates.
Goal 3.3	43. Have students interview parents and grandparents about jobs that existed when they were young but no longer exist. Follow-up could be about existing jobs that may be obsolete in the future.
Goal 3.4	44. Have the students write descriptions of the extra-curricular activities available in junior high locally. For this they will need to have a panel of representatives talk to them. Have your students write each extracurricular activity on a separate scrap of paper. Have them arrange all of these in front of them. Then have them pick up their first choice and lay it to one side. Then have them pick up their second choice and put it under their first choice. Continue with this until they have arranged all the choices in rank order. Then have them write their choices in rank order on a sheet of paper. Have them explain these to each other in small groups. Have them

take their rank orders home and explain them. Have them tell about the reactions at home when they return.

Notes

Life Planning

Notes

Academic and Vocational Skills

Goal 4.1

IV. Academic and Vocational Skills

45. Say to the students: "Imagine you are one of the characters listed below. Rewrite your story, letting readers know your point of view."
--Hen from Jack and the Beanstalk
--Wolf from Three Little Pigs
--Papa Bear from The Three Bears
--Dog from Old Mother Hubbard

When their stories are finished, give them a copy of:

BE YOUR OWN EDITOR

Check yourself

A good author always checks and rereads what he or she has written.

Have you . . .

1. reread what you have written?
2. said what you wanted to say?
3. used complete sentences?
4. constructed good paragraphs?
5. checked your spelling?
6. used capital letters where needed?
7. used punctuation marks correctly?
8. used colorful descriptive words?
9. used words that are most effective in each situation?
10. used conversation wisely?
11. used "ands" carefully?

A Good Story

A good story has:

1. a beginning that makes the reader want to read more.
2. one or more characters.
3. one or more settings.
4. a problem or situation in which the story characters become involved.
5. an ending in which the problem is solved.
6. a title that interests the reader.

Have students make additions or corrections. Then have them recopy their stories in final form with pen.

Goal 4.1

46. Use this strategy to help students read for main ideas. Ask the students to make up questions about passages or stories from their reading books. Use these for discussion in reading lessons.

47. Say to the students: "So you think all that 'junk' about punctuation and capital letters is just for English lessons! Believe me, it CAN be important. Below is an ad that appeared in a colonial paper concerning an apprentice. We have taken out all punctuation and capital letters. See what you can make of it."

Distribute copies of this:

READ

run away on thursday last from his master james fairservice of boston a servant lad named wm thomas about 17 years old small for his age short black hair black eyes (he often brings the same to the grief and damage of his master) was bred a chimney sweep and has been employ'd in that service and went away in and with his sweeper's gear had on two dark jackets pretty sooty chews tobacco plentifully and cusses the best sort whoever shall take him up and bring him to his master shall have two dollars and necessary charges

james fairservice

ANSWER

1. What happened to the apprentice?
2. When did it happen?
3. What was his name and age?
4. Color of his hair and eyes?
5. Did he get along with his master?
6. What was he learning to do?
7. What did he take with him?
8. What was he wearing?
9. What was being offered as a reward?

Then have the students make up big want-ad posters asking people to help find Wm. Thomas. Have them include on the posters all the information people will need to recognize him.

48. Here are the major digraphs and diphthongs.

oo aw ai ea ow oi ou
oa ee eu ay au ew oy

Have the students circle them in this list of occupations:

1. Bookkeeper
2. Airplane Pilot
3. Airline Clerk
4. Automobile Mechanic
5. Restaurant Owner
6. Fellowship Worker
7. Cartoonist
8. Coast Guard
9. Employment Agent
10. Lawyer

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.1

Notes

Academic and Vocational Skills

11. Railroad Engineer	16. Retailer
12. Real Estate Broker	17. Steel Worker
13. Toolmaker	18. Chemical Engineer
14. Speech Therapist	19. Hairdresser
15. Teacher	20. Repairer

Goal 4.1

49. Have the students exchange papers and proofread a classmate's written work. Here are some proofreaders' marks. (These are from The American Heritage Dictionary of the English Language: Peter Davies, Editor. This paperback edition is published by Dell.)

Instruction	Mark in Margin	Mark in Type	Corrected Type
Make capital	cap	the word	the Word
Make lower case	lc	The word	the Word
Spell out	sp	2 words	two words
Insert period	⊙	This is the word	This is the word.
Insert comma	^	words words words	words, words, words
Insert quotation marks	״/״	the word word	the word "word"

Goal 4.1

50. List the five "wh's" that form the basics for writing news stories. Have the students clip newspaper articles that interest them. Then have them write down information in the article that tells:
    1. Who
    2. What
    3. Where
    4. When
    5. Why

Goal 4.2

51. Try with all your might to make newspaper readers of your students. Get the PTA to buy a subscription for your class to a St. Louis or Kansas City daily paper. Put these in a reading center with a few scissors and a bulletin board. Have them clip and post articles that interest them. Don't let them cut from today's paper. They may write their names by articles in today's paper and clip them tomorrow.

    Save some class time every few days for students to bring and share their clippings. Call it Current Events Time. Ask students if they saw the same articles on the television news.

Goal 4.2

52. Arrange for your students to write letters to sixth graders in a nearby school. Continue the corresponding through the year. Have the students prepare their letters during language arts class and mail them all at once. Then, have those students come spend a day with yours. Take your students to spend the day with them.

53. Obtain a credit application form from a department store. Use it to get a Thermofax master. Duplicate a copy for each student. Help them fill it out with a transparency on the overhead projector.	Notes Academic and Vocational Skills Goal 4.2
54. Use this after the students have been introduced to the card catalog. Have each student prepare an author index file card for each book checked out. These can be alphabetized and filed in their own personal "card catalogs" made from small boxes.	Goal 4.2
55. Have students look in newspaper want ads section to find one or two jobs for each of the following people: Betty Haaze High School Diploma. Age 33. Married, no children. Some experience in typing and shorthand. Lives in this area and will not move. Zelda Squatmeyer High School and one year of College. 54 years old. Has experience as a sales clerk. Hasn't worked for the past 12 years. Bert Glick Just graduated from High School. Age 18. Not married. No experience on any kind of job. No special field of interest. Bill Bell High School dropout. Finished one year of high school only. Age 23. Married. 4 children. 8 years experience in his father's gas station. Needs immediate employment. Joe Zilch Holds a college degree in engineering. Age 28. Married. 2 children. Lives in this area, but will move if necessary.	Goal 4.3
56. Have the students pretend they are working on an assembly line. They are pasting alphabet letters in order on a chart. They will make a total of twenty finished charts. Each student pastes on one letter from a pile of twenty letters. Have them make the first five charts with everyone participating as responsible people. Have them make the second five charts with everyone participating as bossy people. Have them make the third five charts with everyone participating as shy people. Have them make the last five charts with everyone participating as lazy people. Then have the class list suggestions for bossy, shy and lazy people on an assembly line.	Goal 4.4

Notes Academic and Vocational Skills	Ask them what they would do as supervisors of these kinds of people if the suggestions did not bring about responsible participation.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

MATHEMATICS ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Have the students help you accumulate a collection of all kinds of catalogs: seeds, hobbies, sports equipment, Avon, Sears, Wards, J.C.Penney and so on. This activity can take about a week of math periods. Have the students list twenty birthdays they celebrate. Have them include children and adults. Have them pretend they have $90.00 this year to spend on these twenty gifts. Have them use the catalogs to do this. Print up copies of a sample order form for each student. Be sure to make extras so they can recopy.

Goal 1.1

Catalog _____

Qty.	Catalog Number	Description	Price	Total

2. Have each of the students develop a resumé sheet listing math abilities which might be of interest to an employer.

Goal 1.2

3. Have the students think of the purpose of commercials and advertisements (to sell something). Have them prepare advertisements selling their own math abilities.

Goal 1.2

4. Distribute clean copies of the school's report cards. Ask the students to tell what bothers them about the report card. List these things on the board without being judgmental. On the premise that two heads are better than one, have the students work in pairs to design improved report cards.

Goal 1.3

5. Ask each student to write paragraphs describing times when he or she was worried. Explain that worrying robs us of the power to act. Have each of them list several actions that would have helped dispel the worry.

Goal 1.4

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events	
Goal 2.1	6. Introduce percentages. Then have students figure interest on various loan balances for varying lengths of time. Then invite to class a banker to speak on the topic "How Our Bank Helps Our Community."
Goal 2.2	7. Have students list jobs they do at home and the length of time each takes per week. Have them total the time spent on these jobs and multiply that times $1.65 per hour. Explain that if they don't want to do their jobs at home, they should pay someone else to do them, since these jobs are their responsibilities.
Goal 2.3	8. Use the figures from the sports section of the newspaper. Help the students figure such things as averages and won-lost percentages.
Goal 2.3	9. Use the Thermofax machine to get a spirit duplicator master of the daily television schedule in the TV Guide. Duplicate a copy for each student. Have them each figure the total amount of time devoted to news coverage in a 24-hour period.
Goal 2.3	10. Here is a problem with a reality-centered approach. Have students measure a football field. Ask them questions such as: --What is the area? --How large an area can be covered with one pound of grass seed? --How many pounds are needed to cover the whole football field? --How much does one pound of grass seed cost? --How much would it cost to seed the entire football field? --What would it cost to seed your back yard?
Goal 2.4	11. The food that soldiers ate during the Revolutionary War was called "rations" because its supply was limited. The Continental Congress said that the army's ration would consist of three meals a day. Items included in the rations were: Daily: 1 lb. beef or 3/4 lb. pork or 1 lb. salt fish per day 1 lb. bread or flour per day 1 pint of milk per day 1 quart of spruce beer or cider per day Weekly: 3 pints of peas or beans per week 1/2 pint of rice or Indian meal per week 9 gallons of molasses per 100 men per week 3 lbs. candles per 100 men per week 24 lbs. soft or 8 lbs. hard soap per 100 men per week

Pretend that you are the person who must order rations for a group of 500 soldiers.

1. Take a piece of paper and divide it into two parts to order daily rations.

Daily Rations	How Much Needed

2. Take another piece of paper and divide it into two parts to order weekly rations.

Weekly Rations	How Much Needed

3. Decide how much of each item of daily rations would be needed for 500 soldiers and complete your daily order form.

4. Decide how much of each item of weekly rations would be needed for 500 soldiers and complete your weekly order form.

You might want to talk to someone who is in the army today.

Ask him or her for a list of rations. Compare this list with the one used for soldiers in the Revolutionary War.

Notes

Life Roles, Settings, and Events

12. Have the students fit these occupation titles into the squares on the pattern puzzle.

Goal 2.4

ACCOUNTANT--A person whose work is to keep or go over records of money received or paid out

ARCHITECT --A person who designs and draws up plans for buildings or other structures

BANKER --A person who owns or runs a bank used for lending, exchanging and safeguarding money

BOOKKEEPER--A person whose work is recording business accounts and transactions

CARPENTER --A worker whose trade is to cut and put in place the wood used in construction

Notes

Life Roles, Settings and Events

Goal 2.4

CHEMIST --A person who works in the science that deals with the structure, composition and properties of substances and how they react under different conditions

DENTIST --A doctor whose job is caring for the treating the teeth

ELECTRICIAN-A person who designs, installs, operates or repairs electrical equipment or machinery

ENGINEER --A person who uses skill in which scientific knowledge is put to practical use as in planning, designing and building roads, bridges, machinery and so on

FORESTER --A person who is trained and skilled in planting, developing and managing forests

MACHINIST --A person who is skilled in the operation of machine tools

NAVIGATOR --A person trained in charting the position and course of a ship or aircraft

OPTOMETRIST-A person whose work is to fit glasses to correct eye defects

PHARMACIST--A person who is licensed to prepare and sell drugs according to a doctor's prescription

PILOT --A person who operates or guides an aircraft during flights

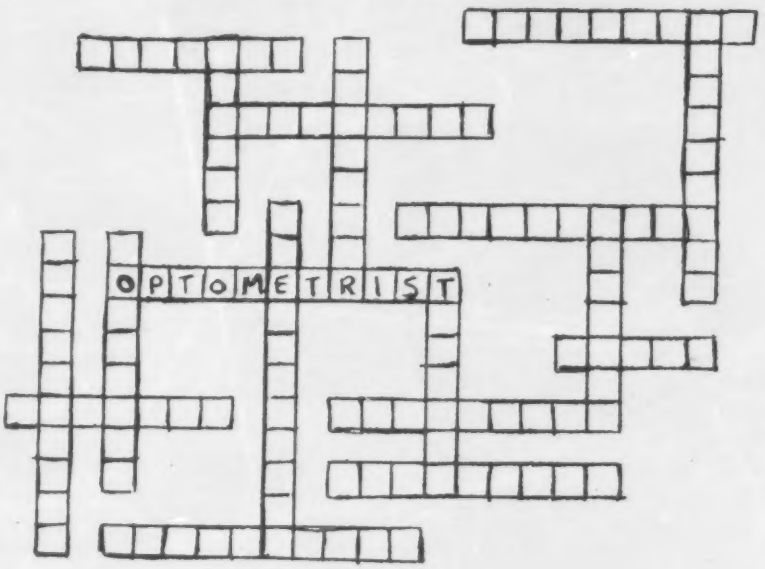
PLUMBER --A person whose business is installing and repairing gas or water pipes and fixtures

SECRETARY --A person whose duties involve writing letters and keeping records for a person, company or club

TEACHER --A person who helps others to learn or understand through experience

12. Continued

THESE OCCUPATIONS USE MATH



13. Sam Sales measured Mr. Walter's lot for a fence. Below is the diagram he drew to show where the fence should go. Also shown is the cost of the materials. How much will it cost Mr. Walter to have his back yard fenced in? (The cost of labor is included in the materials.)

Corner Post	$15.00 each
Line Post	10.00 each
Gate	20.00
Fence	9.50 per foot

Notes

Life Roles, Settings and Events

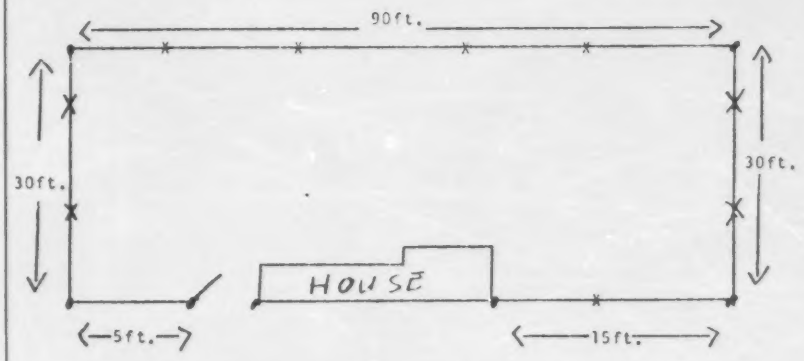
Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

13. Continued

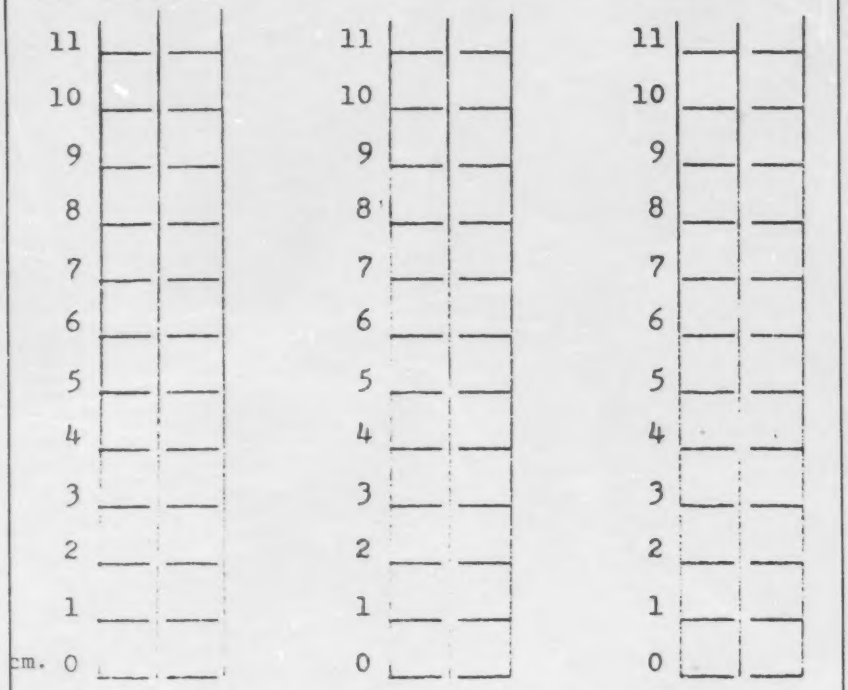


Goal 2.4

14. Rate of growth is a concern of those who work in agri-business and natural resources. You will need 6 large white bean seeds, 6 mung bean seeds, 3 cups, graph paper, soil, water, sand and a metric ruler.

Fill one cup with soil and one with sand. Put some water into the third cup. Plant two white bean seeds and two mung seeds in each cup. Record the date of planting. Measure both kinds of plants each day at the same time. Record the length of growth each day by blackening squares on the graphs below.

14. Continued



(Make seven of these charts)

Compare the totals after seven days.

TOTALS

	Mung	Other
1st day		
2nd "		
3rd "		
4th "		
5th "		
6th "		
7th "		
Total Growth		

Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Planning

Goal 3.1

Goal 3.1

III. Life Planning

15. Have the students each think of one occupation they would like to explore. Have them pretend they are 65 and have worked at the chosen occupation for the last twenty years. Have them write occupation-related epitaphs for their imaginary tombstones.

16. The teacher explains that each of the 26 items below is to be auctioned off to the highest bidder. Each student has $2,000.00 to use for bidding. A student may bid any amount except the entire $2,000.00. The total amount of bids cannot exceed $2,000 per person. Before the bidding begins, students fill in the first column. The teacher may suggest that the students use the "Amount You Budgeted" column and list their bids in the "Highest Amount You Bid" column.

    As the teacher reads the items the students call out their bids in auction style and keep count in the "Items You Won" column.

    Discussions may be centered on the popular items as the students gain additional insights about some of their values.

AUCTION

Items to be Auctioned	Amount You Budgeted	Highest Amount You Bid	Items You Won
1. To live to be 100 years old			
2. To speak with the spiritual leader either past or present that you most admire			
3. To make the world a fair place to live			
4. To donate one million dollars to your favorite charity			
5. To be chosen "The outstanding person of the year" and praised in every newspaper			

6. To be the best in whatever you do			
7. To spend a year with nothing to do but have a good time			
8. To be the wisest person in the world for one year			
9. To be able to do whatever you like			
10. To do away with prejudice			
11. To help the poor and sick			
12. To be a well-known person like a hockey star, famous author or movie star			
13. To have your family make three times as much money this year			
14. To have a year's supply of the finest food in the world			
15. To have the right to do as much or as little work as you want			
16. To be the richest person in the world			
17. To be the President of the United States			
18. To love and to be loved by someone very important to you			
19. To have people think you are the most attractive person around			
20. To have a room full of money			

Notes

Life Planning

Goal 3.1

Notes

Life Planning

Goal 3.1

21. To control the lives of a million people			
22. To have tickets allowing you to travel anyplace in the world for one year			
23. To live in a world where all people give and receive love			
24. To have your appearance changed to the way you would like to look			
25. To have your own computer tell you anything you would like to know			
26. To find a cure for the world's worst diseases			

Goal 3.2

17. Mr. Jones is a teacher. During the summer months he works as a ranger for the National Park Service. When he is hired he is given the following list of clothes to purchase. Rangers must wear uniforms to work. Sometimes they wear dress uniforms and sometimes work uniforms.

Dress pants	$26.00
Shirt	12.00
Belt	4.00
Socks	1.00
Shoes	26.00
Work pants	9.00
Dress jacket	65.00
Tie	2.50
Tie Tac	2.00
Felt hat	30.00
Raincoat	24.00
Rainhat	2.00

Mr. Jones feels he will need 1 pair of dress pants, 3 shirts, 1 belt, 5 pair of socks, 1 pair of shoes, 2 pair of work pants, 1 dress jacket, 2 ties, one tie tac, 1 hat, 1 raincoat and 1 rainhat.

How much will the uniform clothes cost? $_____

The government gives the rangers a uniform allowance of $125.00 their first year. If this is Mr. Jones' first year, how much of his own money will he have to spend? $_____

Rangers do many different jobs, depending upon where they work and what tasks they do. Ranger naturalists lead hikes, work at information booths, give slide talks and do some patrol work. Rangers usually work 40 hours a week. If they work 5 days a week, how many hours a day do they work? _____

If a ranger leads a 4-hour hike during the morning and has a 2-hour evening slide program, how many hours will he work in the afternoon? _____

A ranger may work an average of 2 hours every day on the information desk and 1 hour on patrol. How many hours a week does he spend doing these two jobs? ___

While working on the information desk for a week, the ranger may talk to about 350 people. How many does he talk to each day? _____ each hour?_____

One evening during a slide show 150 people attended; the next slide show 235 attended; and the next show 110 people attended. What was the average attendance for each slide show? _____

During patrol work a ranger may remind people of laws of the park, answer questions about the park and his job and take reports about conditions in the park. A ranger may talk to 25 people during a patrol. If he works patrol every day, how many people would he talk to in a week of work? _____ (Remember how many days there are in a work week.) If a ranger works 9 weeks during the summer, how many people would he talk to during his patrol work?

Can you make a math problem about the information on this page? Do one on the back.

18. Use your math activities which present the concept of probabilities. Explain that this is a number expressing the likelihood of occurrence of a specific event. This kind of information can help us know when changes in our plans are needed.

19. Ask the students to bring recipes of favorite party foods. Duplicate copies for each student. Have them staple these into party cookbooks. Then have them pretend there is going to be a party at the end of the year for all the sixth graders. Have each one select favorite dishes from the party cookbook to plan the party menu. Have them multiply each recipe so it will serve all the sixth graders. For homework they will calculate the total cost of all ingredients for the menus they have selected

    List all recipe titles on the chalkboard. Beside each write the total cost figured by the students. Have them rank order the recipes from most expensive to least expensive.

Notes

Life Planning

Goal 3.2

Goal 3.3

Goal 3.4

Notes

Academic and Vocational Skills

Goal 4.1

IV. Academic and Vocational Skills

20. This game is called Contig. It is helpful to point out math skills used by such people as accountants, bookkeepers and salespersons. (The pronoun "he" is used for simplicity. It includes both males and females.)

Each group will need 3 dice, a score pad, markers and a Contig sheet. Here are the rules of the game:

1. 2 to 4 players may play.

2. To begin play, each player in turn rolls all 3 dice and determines the sum of the 3 numbers showing. The player with the smallest sum begins play. Play then progresses from left to right.

3. The first player rolls the 3 dice. He must use one or two operations on the 3 numbers shown on the dice. He is then allowed to cover the resulting number on the board with a marker. When he has finished his turn, he passes the dice to the player on his right. A player may not cover a number that has been previously covered.

4. To score in Contig, a player must cover a number on the board which is adjacent vertically, horizontally or diagonally to another covered number. One point is scored for each adjacent covered number.

5. When a player rolls the dice and is unable to produce a number that has not already been covered, he must pass the dice to the next player. If he incorrectly passes the dice, believing he has no play when in fact he does have a play, any of the other players may call out the mistake. The first player to call attention to the error may place his marker on the proper uncovered number. This does not affect the turn of the player citing the error. A cumulative score is kept for each player. A player is eliminated from further play in a game when he fails in 3 successive turns to produce a number that can be covered. When all players have experienced 3 successive failures to produce a coverable number, the game ends. The player with the highest cumulative score wins.

Here is a variation:

To make the game easier, use 2 dice and the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 18, 20, 24, 25, 30, 36.

Put the Contig sheet on a "ditto" master:

CONTIG							
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	44	45	48	50	54	55
60	64	66	72	75	80	90	96
100	108	120	125	144	150	180	216

21. The computer at the bank broke down recently and the banker had to figure the interest on the savings account balances by hand. Can you help the banker figure the interest on these accounts?

    1. $1,500.00 at 5% for 1 year
    2. $12,000.00 at 6% for 2 years
    3. $850.00 at 4% for 1 year
    4. $325.00 at 5% for 1 year
    5. $4,000.00 at 5½% for 1 year
    6. $600.00 at 6% for 6 months
    7. $350.00 at 5% for 1 year
    8. $13,000.00 at 7% for 3 years
    9. $8,000.00 at 6½% for 1 year
    10. $8,000.00 at 6½% for 3 months

    Have the class figure interest per year on a few of the students' savings account balances at the current rate of interest.

Notes

Academic and Vocational Skills

Goal 4.1

Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.2

Invite a few parents to class to explain interest they are paying and will have paid on home loans.

22. Have students use math skills to compare rates of pay for workers in various occupations. For example, a registered nurse receives $6.50 per hour. He works 8 hours a day. How much will he earn in a week? The plumber's assistant earns $5.75 per hour. How much will she earn in a day?

Divide the class into small groups. Invite adult workers to give to students similar problems based on their actual wages, overtime, tax deductions and projected savings goals.

23. Have each student bring to class an empty can, package or wrapper. Introduce the concept of unit pricing. Have each student figure unit price on his or her empty container.

Have them display the empty container and the unit price in the display case down by the main door. This will help visitors see the relevance of basic skills to daily life. (Hopefully your students will see it too!)

They can use unit pricing to do comparison shopping with grocery store ads.

24. Present the following vocabulary as you give students copies of the underlined blank forms:

deposit	teller	checking account
withdraw	account	savings account
check blanks	endorse	passbook
balance	receipt	transaction
deposit slips		bank statement
checks		

Have the students compute and fill out the appropriate forms as you read this story:

You have just received your pay check for the month. Your take-home pay is $348.15. This money was deposited to your account on April 30. On Monday, May 2, you went to United Super and wrote a $25.00 check for groceries. Tuesday, May 3, you paid $47.26 to the Mod Shop for a new outfit of clothes. That afternoon Ray Smith bought your radio for $15.42. He paid you by check. Saturday, May 7, you went to Tom Smith's auction and bought a desk for $6.50. Saturday, May 7, you also bought a used color TV set at Adam's Appliance Store for $143.00. How much do you have left in the bank?

(The final entry in the statement should be a balance of $141.81.)

25. Here is an activity which requires copies of old mail-order catalogs. Give students the list of the following:

Minibike
Stereo
Record
Tape
Color TV
Badminton set
Snow skis
Water skis
Tennis racquet
Tennis balls
Tape recorder
Suit
Winter coat
Clothing
Ice skates
Hockey stock
PingPong table
Snowmobile

Have them select five items which they would like to own. Have them search the catalogs for the lowest actual cost and produce evidence of it.

26. Present the following alternatives by listing them on the chalkboard:
--Going to college
--Military service
--Vocational training
--Entering the world of work
Explain that these are choices that must be made by all high school seniors. Have the students prepare paper thus:

Going to College	
Advantages	Disadvantages

Military Service	
Advantages	Disadvantages

Vocational Training	
Advantages	Disadvantages

Entering the World of Work	
Advantages	Disadvantages

Have the students take their papers home and discuss them with adults at home. Ask them to come back with at least one point under each heading.

Notes

Academic and Vocational Skills

Notes

Academic and Vocational Skills

Goal 4.4

Then have them sit in small groups to take turns reading their responses under each category.

27. Protein, vitamins, carbohydrates, minerals and fats are five major food composition groups. Have students bring in food labels from cans and packages. Have the students make a list of the foods and write the percentage of each composition group in the various foods. Chart these to show differences.

Graphs can be made by small groups to compare the content of each composition in the foods.

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SCIENCE ACTIVITIES

Notes

Self Knowledge

I. Self Knowledge

Goal 1.1

1. Make two tin can telephones by punching a hole in the bottom of two cans. Put a long heavy string through both holes. Knot both ends so the cord connects the cans but doesn't pull through the holes. Pulling the string tight, talk into one can while a friend listens with the other. This shows how sound can travel through a solid material--the string.

   Let students use tin can telephones to find out three leisure activities of students whom they want to know better.

Goal 1.3

2. Have students work in pairs to tap out (they could also use flashlights) and receive messages using the Morse Code. Duplicate and distribute copies of the code.

A .-	J .---	S ...
B -...	K -.-	T -
C -.-.	L .-..	U ..-
D -..	M --	V ...-
E .	N -.	W .--
F ..-.	O ---	X -..-
G --.	P .--.	Y -.--
H	Q --.-	Z --..
I ..	R .-.	

   Ask them to think of an emotion they have had and the reason for it. The message will be "I felt _____ because _____." Tell them to use this message formula next time they have strong feelings they need to talk about.

Goal 1.4

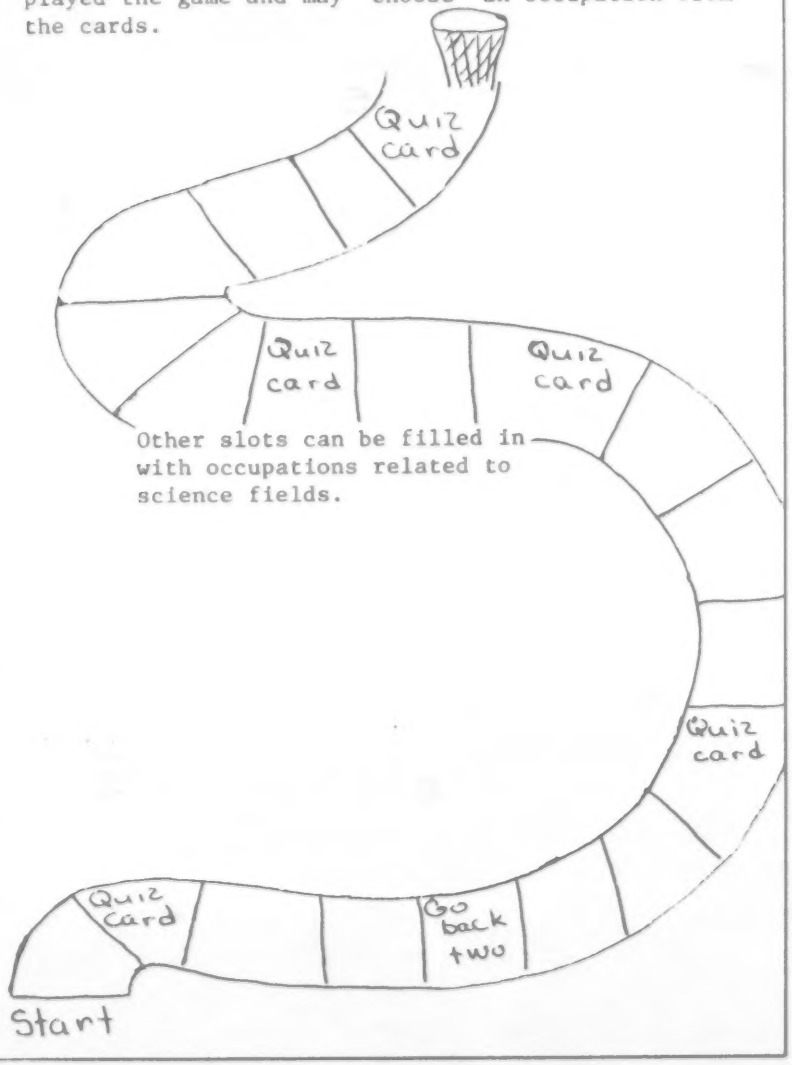
3. Divide the students in pairs. They are to prepare posters of occupations in the field of environmental science. They should include any information they can find: qualifications, training, hazards, tasks, benefits, pay and job market. Then have them practice presenting their findings to one another before presenting to the whole group. Explain that there are two things which will help us feel comfortable speaking to a group: practice and preparation.

Notes	II. Life Roles, Settings and Events
Life Roles, Settings and Events Goal 2.1	4. Invite to class any of several workers representing different fields of science. These may be nurses, conservationists, agronomists, farmers, veterinarians, engineers and so on. It will be more personalized if you draw these workers from your own community. Ask the speaker to explain how job choice affects life style and the things that create or take away jobs in his or her field.
Goal 2.1	5. An architectural engineer is a person who designs such things as bridges, roads and canals and then builds them. Your task is to design and build the strongest bridge possible at the lowest cost. You can use only the materials mentioned below: --six sheets of tagboard (9" by 11") --six paper straws --six pieces of string (12") --scissors --ruler --pencil --white glue Imagine that the structural material (tagboard) cost $50,000 per sheet. The steel reinforcements (straws) cost $10,000 each. The steel cable (string) costs $5,000 per foot. The glue is free unless you use an excessive amount. Your bridge must be a minimum of two and one-half inches wide and must span at least 10 inches. Take plenty of time planning your bridge and remember that you want to keep the cost as low as possible. Your bridge will be tested for strength. This will be done by placing it between two desks 10 inches apart and hanging weights (rocks in a pail) from the center until the bridge breaks. Then have them describe travel in Missouri, a state of many bridges, without any bridges.
Goal 2.2	6. Have students list on the board methods of food preservation: canning, freezing and drying. Ask volunteers to describe in writing their contributions to these operations at home. Have them read these aloud in small groups. Invite a parent to demonstrate and describe the bacteria-killing precautions necessary in home food preservation.
Goal 2.3	7. You may want to relate this activity to a unit of study on marine biology. Invite students to bring evidences of water-related leisure activities: fishing, swimming, scuba diving, sea shell collecting and home aquarium keeping.

8. For this game you will need:
   --dice
   --markers for children
   --Quiz Cards that have an occupation listed on the front and the definition on the back (the occupations can be related to one particular science unit or to all of them).

(front side)	(back side)
Veterinarian	Definition: A person who takes care of sick or hurt animals If wrong, go back 3 spaces

The student who reaches the goal has successfully played the game and may "choose" an occupation from the cards.



Notes

Life Roles, Settings and Events

Goal 2.4

Notes

Life Planning

Goal 3.1

III. Life Planning

9. This is an activity which uses the skill of coding to make the list more manageable. Students list 20 things they like to do.

20 THINGS I REALLY LIKE TO DO	
1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Then have them code their activities.

a. Use A or P to show whether you do each alone or with people.

b. Use $ if it costs money.

c. Use P.A. if you would stand up and publicly affirm the item.

d. Rank order your top five choices.

Goal 3.2

10. When you study agriculture, animals or farming you may use this activity to help students schedule completion of work. Students can use encyclopedias to find information on the following kinds of cattle:

Holstein--Netherlands
Jersey--Island of Jersey
Guernsey--Chanel Islands (north of France)
Brown Swiss--Switzerland
Ayrshire--Southwestern Scotland

They can write a few sentences and draw a picture of each. Allow the students two weeks to complete.

Tell them they have ten days in which to finish and five kinds of cattle. That means every two

days they can finish work on one kind of cattle. This will help to avoid a rush at the end of the time limit.

11. Get students interested in science fiction to help them expand their visions of the future. The idea is to get them to project their plans into a changed future. Have students give brief summaries of different science fiction books.

    Then have students list products which may be produced in thirty years. Have students write television commercials to advertise the products.

12. Invite grandparents to class to discuss with students jobs that have existed but no longer exist. Ask them to suggest jobs that may be obsolete in fifty years.

13. Have the students think back on their lives and write down their favorite science projects, experiments units or books at home or school. We want them to have evidence of their science interests. Let them take this home to get parents' help jogging their memories.

    Then have them code their items to show relationship to school science courses:

    B--biology
    P--physics
    C--chemistry

    Then let them see in which area most of these experiments can be found. This may be helpful information.

    Then have high school students from each of the above three courses come and describe the contents of each course.

Notes

Life Planning

Goal 3.3

Goal 3.3

Goal 3.4

Notes	IV. Academic and Vocational Skills
Academic and Vocational Skills Goal 4.1	14. This activity should be helpful for listening. Starting with the letter "a," students take turns naming something from the forest. They proceed through the alphabet.
Goal 4.1	15. Divide the students into five groups. Assign one of the following topics to each group: --Leonardo da Vinci's inventions --the early printing press --Copernicus and his contributions to astronomy --Galileo --Sir Isaac Newton Let the groups prepare posters and other visuals to present the information to the rest of the class.
Goal 4.1	16. Have each student invent a new machine or device which would make a job easier or life more pleasureable. Each one must then draw a picture of the invention and write a full description. He or she must work up a commercial for the item. Then the student should see how many students would buy the item at the specified cost.
Goal 4.2	17. Here is a pamphlet that might add some sparkle: Creative Food Experience for Children Marty T. Goodwin, MPH Gerry Pallen Center for Science in the Public Interest Have the students write business letters asking for it. Send to: Food Action Ideas 1727 South Street, N. W. Washington, D. C. 20029 They can get nutrition information from --United Nations Relief and Rehabilitation Agency --World Health Organization They can get food legislation information from: Bread for the World 207 East 16th Street New York, New York 10003
Goal 4.3	18. Invite a dentist or dietician to speak to the students about nutrition and personal responsibility. Have the speaker explain his or her training and preparation for the jobs. Ask this person to describe the high school courses necessary for the occupation. Have him or her tell what sixth-grade subject matter is useful in the occupation.

19. Have students work in pairs to prepare posters using magazine pictures and the following information:

WE EAT VARIOUS PARTS OF PLANTS
Roots--beets, carrots, sweet potatoes Leaves--cabbage, lettuce, spinach Stems--asparagus, celery Flower--cauliflower, broccoli Vegetable fruit--cucumber, peppers, tomatoes Dried fruits--nuts Fruits--apples, berries, fig, lemon, olive, orange

Post the finished products in the school lunch room.

20. Have the students work in pairs to build a model of a communication device (radio, camera, printing device and so on). Have them make plans and bring from home what they can't find at school.

Then have each student list the tasks he or she did on the project. Display the lists along with the projects.

Notes

Academic and Vocational Skills

Goal 4.4

Goal 4.4

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SOCIAL STUDIES ACTIVITIES

Notes

I. Self Knowledge

Self Knowledge

1. Getting acquainted requires that we learn things about people. In this game the class is divided into groups. Each group picks a student from the class to describe. The group members give clues about that person until he or she is identified.

Goal 1.1

2. Have the students work in small groups. Each group will prepare two lists:
--Behaviors We Like
--Behaviors We Dislike
Then have each student copy the items on the lists and put a check by any behaviors that are his or her own. Have each group member finish the sentence, "I learned . . . "

They can keep these papers in file folders designated as Personal Files.

Goal 1.2

3. Have the students list all the rights that are guaranteed to the individual by the United States Constitution in the first ten amendments.

Then have the students list the consequences of violating these rights. Code the consequences related to disapproval by peers with a D. Code the consequences related to punishment by authority (including teacher, principal and parents) with a P. Then have the students list ten things they might do that would get them into trouble.

Goal 1.2

4. This kind of contract may be of help to those students who wish to change behaviors which get them into trouble:

Goal 1.2

I, _____, agree to:
(student)

_____

_____.

I, _____, agree to provide
(teacher)

_____
(student)
with ten minutes of free time at the end of each day I see the behavior described above.

Contract period:_____

Notes

Self Knowledge

Goal 1.2

Goal 1.2

Signed _____
(Teacher)

Signed _____
(Student)

Prepare ahead of time a "menu of reinforcements" (choices of fun things the student may do in that ten minutes). Let the student suggest additional choices for the "menu." It is from this menu that the student selects the ten-minute activity each day.

5. This checklist may help students' self-awareness for use in subsequent planning.

   1. Do I enjoy working by myself?
   2. Do I enjoy working with others?
   3. Do I prefer working outdoors?
   4. Do I enjoy meeting new people?
   5. Do I enjoy working with my hands?
   6. Do I remain calm when:
      a. taking a test in school?
      b. having plans changed?
      c. losing an argument?
      d. losing something important?
      e. participating in sports?
   7. Am I the type of person who can follow instructions?
   8. Do I like doing a task exactly the same way each time?
   9. Do I mind being told how to do a certain task or job?
   10. Do I express my ideas clearly, both orally and in writing?
   11. Do I enjoy writing?
   12. Do I enjoy speaking?

   Have them save completed copies of this for their Personal Files. Repeat the activity later in the year and have the students compare the two sets of responses.

6. Have the students complete this self-assessment. then they can write paragraphs describing their strengths and weaknesses.

1.	People like me.	Yes	No
2.	Sometimes I'm moody.	Yes	No
3.	I usually finish work on time.	Yes	No
4.	I have a hobby.	Yes	No
5.	I get mad sometimes.	Yes	No
6.	I help with jobs at home.	Yes	No
7.	I like to do odd jobs.	Yes	No
8.	I cooperate with others.	Yes	No
9.	I like to be on time.	Yes	No
10.	I like people.	Yes	No
11.	I like to play ball.	Yes	No
12.	I am honest.	Yes	No
13.	I want to be a leader.	Yes	No
14.	I believe in fair play.	Yes	No
15.	I like to go to school.	Yes	No
16.	I like to work alone.	Yes	No

Have them save these sheets for their Personal Files.

7. Each student will write a paragraph describing a favor he or she has had to ask of a parent recently.

Then have the students take turns naming the favors described in their paragraphs. The teacher tallies these on the board.

Then have each student list any problems that granting the favor may have caused in the home.

Have each student write the request in an "I need _____ because _____ " message instead of a "Gimme" message.

8. Do this together with the whole class. Have them show the expressions on their faces when each of these events occurs:

Notes

Self Knowledge

Goal 1.2

Goal 1.3

Goal 1.3

Notes

Self Knowledge

a. A babysitter is coming.
b. My new bicycle has been stolen.
c. I opened a birthday present and love it!
d. My parents have just punished me.
e. We're having broccoli for dinner.
f. I don't have my homework done and it's due now!

Then distribute copies of these sentences for students to complete:

At home:
Mom makes me angry when she_____.
Dad makes me angry when he_____.

At play:
My best friend makes me angry when_____.

At school:
My teacher makes me angry when_____.

All alone:
I make myself angry when_____.

It's easy to tell when I'm angry because I_____.

Let the students sit in small groups to share their answers.

II. Life Roles, Settings and Events

9. Send home two green leaf shapes with each student. Explain that you want each parent to write the name of his or her occupation on a leaf.

   On a bulletin board place a cutout of a leafless tree. Have the students pin their occupations to the tree. Caption it Occupations in our Community.

10. Occasionally children feel their parents are not as good as other parents. This story may bring out the worthwhileness of all occupations and their contribution to our nation.

    One day the teacher asked the sixth grade to write a story about Father and his occupation. Susan didn't like the assignment because she didn't think her father's job was very important. Mary's father worked at the bank, Ellen's father taught school, but her father worked on a farm. Susan sat and frowned, then she started writing a story. In the story she made her father a famous scientist.

    Then ask:

    --Why did Susan do this?
    --How did she feel?
    --Should she be ashamed of her father? Why?
    --How would her father feel if he knew this?

11. Have the students make a mural depicting features of rural and urban life.

12. Have students use the yellow pages to find names and telephone numbers to answer these questions:
    --Who do you call if something goes wrong with your electricity? gas? water? telephone?

13. Have the students help you fill in the following:

This person's hobby	Activity	This person's work
Dr. Foster	Cooking	Mr. Heath

Under "Activity" have students list things their parents do, such as music, cooking, collecting artifacts and sewing. In the outside columns will be names of specific parents.

Notes

Life Roles, Settings and Events

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.1

Goal 2.2

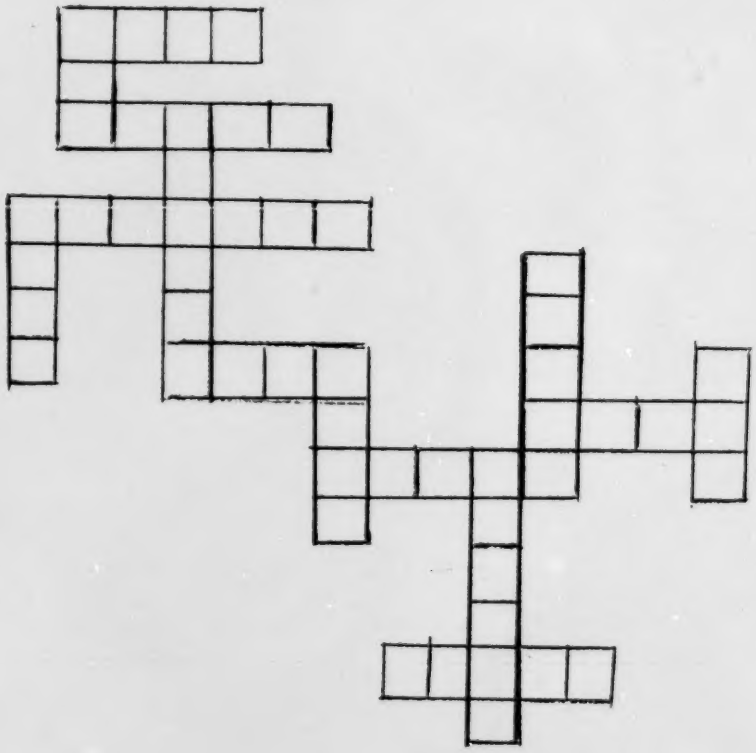
Notes

Life Roles, Settings, and Events

Goal 2.3

14. Here is a Cross Patch Puzzle. To solve it just fill the words from the word list into the puzzle diagram. The words are separated according to length.

3 Letters	4 Letters	5 Letters	6 Letters
sew	cook	weave	boating
ski	fish	dance	acting
	bowl	paint	tennis
	golf	skate	
	swim		



15. Have students bring in their model cars. Have them label the cars and display them.

    Take the students to an automobile dealer's showroom. Ask a salesperson to explain time payment purchase of an automobile.

16. Have each student use the form to interview an adult worker at home or in the neighborhood. Here are sample questions:

    I. Job title_____
       A. What do you do on this job?_____
       _____

    II. Future employment prospects
       A. What demand is there for this job?____
       _____
       B. What training do you need for this job?
       _____

    III. What qualifications must you have for this job?
       A. Age_____
       B. Skills required_____
       C. Preparation_____
       D. Other physical requirements_____

    IV. What are your feelings about this job?
       A. What do you like about it?
       _____
       B. What do you dislike about it?_____
       _____

    V. How is the work environment?
       A. Is it clean? Noisy?_____
       B. Do you work alone or with others?_____
       C. Is your job dangerous?_____

17. This is an opportunity for students to have lunch with and to visit with community workers. Post the name and occupation of the person coming on a sign captioned Lunch With a Celebrity. Interested students can sign up. A table can be set up away from the cafeteria: use the hall or your classroom. Set the table with placemats and a centerpiece. Invite workers in whom the students may be interested. Let them suggest some.

18. This activity will foster awareness of the fact that occupations can be sorted according to different classification systems. Have students clip job want ads and magazine pictures related to occupations. Introduce them to these three categories:

Notes

Life Roles, Settings and Events

Goal 2.3

Goal 2.4

Goal 2.4

Goal 2.4

Notes

Life Roles, Settings and Events

Goal 2.4

OCCUPATIONS DEALING WITH . . .		
People or Animals	Things	Ideas

Have them paste their clippings and pictures under the most appropriate headings.

Have them repeat the activity, but sort their want ads and pictures according to work settings:

OCCUPATIONS	
Indoors	Outdoors

III. Life Planning

19. Help students see the need for clarifying values when it comes to making decisions. Knowing what's important helps us decide what we want. From there we can set our goals. Distribute copies of this checklist:

This is an opportunity for you to think about some of your values. Please check the values or goals which are of most importance to you. You may check more than one.

I. Education:
- A. Learning a skill or trade ____
- B. Getting good grades ____
- C. Finishing high school ____
- D. Doing your best ____
- E. Doing more work than is asked of you ____
- F. Getting by as easily as possible ____

II. Leisure:
- A. Having a hobby ____
- B. Going to sports events ____
- C. Participating in sports ____
- D. Reading ____
- E. Listening to music ____
- F. Joining clubs ____
- G. Helping with jobs around the house ____
- H. Just having fun ____
- I. Participating in church or school activities ____
- J. Being one of the gang ____
- K. Loafing ____

Have the students sit in small groups to explain their choices to one another.

20. This activity will help students practice group decision making. Divide the class into small groups. Have each group devise a civilization and write a short description of its:
--educational system
--governmental system
--communication system
--leisure-time activities
They should gather objects that exemplify each of the above items to put into a time capsule (coffee can). Each group prepares a key listing the objects and what they represent. They put the key into a sealed envelope and give it to the teacher.

The groups then trade time capsules (coffee cans) and try to recreate the civilization as an archeologist does.

Notes

Life Planning

Goal 3.1

Goal 3.1

Notes	
Life Planning Goal 3.2	21. Have each student list three things he or she likes to do and does well. These should be listed across the top of a paper. Then have the students take their papers into small groups. Group members take turns naming possible occupations for each person's categories. The objective is for each student to have listed three options under each of his or her three categories.
Goal 3.3	22. A good time to stress the use of common sense is on the birthday of Thomas Paine, American revolutionary leader and author of Common Sense (January 29). Suggest that the class consider some classroom and/or community problems. Make a list of these on the chalkboard. Next, divide the class into as many groups as there are problems listed. Assign each group a problem and instruct each group to discuss the problem and some common sense solutions. At the end of a given period of time, ask each group to share its problem and solutions with the class.
Goal 3.4	23. List the following subject matter categories on the chalkboard: --Fine Arts --Health and Physical Education --Language Arts --Mathematics --Science --Social Studies Ask the students to think of fun activities they have done or do which are related to the above subject matter areas. Ask volunteers to describe them. Tell the students the class will form a club in each area. Students may join any club they wish. The purpose of each club is to stimulate leisure-time activities related to the subject matter. These hobby activities may be used at school in spare time and out of school as well. Schedule a regular time each week for the club meetings. Encourage students to decide what they want to do at these meetings. They may want to share ideas, work on hobbies or experiments, write letters to get information or hear resource persons' presentations.

IV. Academic and Vocational Skills

24. Have the students think about a kind of business they might like to own. They may want to use the telephone directory yellow pages for ideas. Have them decide if they'd like it to be a sole ownership or a partnership. Have them describe the business and their reasoning in a few paragraphs. Tell them you will proofread it and then they will recopy it.

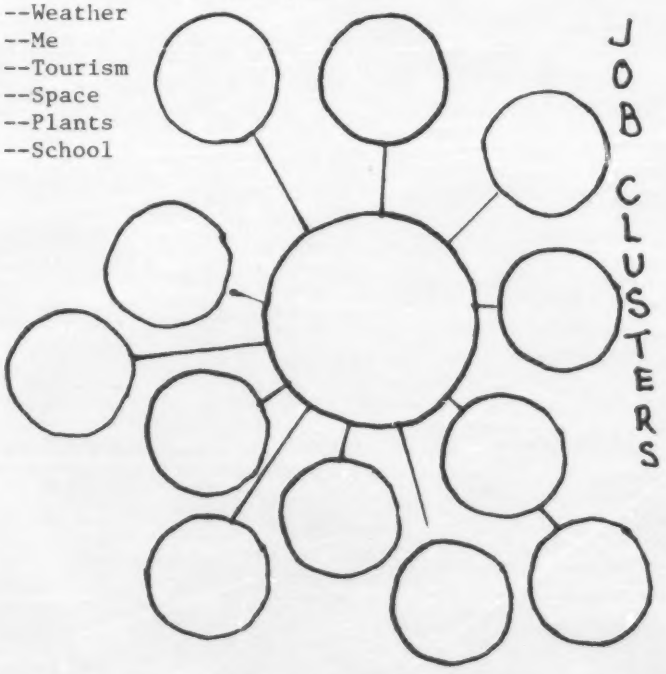
25. Have the students use the yellow pages of the telephone directory to select a business listing that looks interesting. Have them do this at home if you cannot get enough telephone books. Have them write business letters requesting job application forms. Display the received forms. Tell students to read these in spare time.

26. Occupations can be related to interest and ability in school subject areas. Use this list with the JOB CLUSTERS master. Place the name of the subject matter area in the center circle and, in the surrounding circles, students list as many jobs as they can which are related to it.

Art	English
Health	Physical Education
Mathematics	Music
Reading	Science
Spelling	Social Studies
Writing	

There are many words which could be placed in the center circle. For example:

--Weather
--Me
--Tourism
--Space
--Plants
--School



Notes

Academic and Vocational Skills

Goal 4.1

Goal 4.2

Goal 4.3

Notes	
Academic and Vocational Skills Goal 4.4	27. Hold a tasting party of food from the sea when you study the ocean. Talk about benefits of seafood. Have students bring the things or money for tasting and comparing.
Goal 4.4	28. Have students compare nutrients on labels of junk foods and nutritious foods. Have them make posters captioned, "You pay twice for eating junk foods: once for buying them and again for eating them." Post these in the cafeteria and hallways. Explain that some schools have snack bars where students choose foods. Tell them to be sure they know what's junk and what's good.
Goal 4.4	29. Break the class into small groups to practice organizing a project and working together. Have them use newspapers from different parts of the U. S. Each group will use one newspaper and survey the jobs listed in the want ads. When the groups report the results to the rest of the class, they can discuss how job opportunities are affected by climate, topography and natural resources. Have each group locate the origin of its newspaper on a wall map.

Introduction
Fine Arts Activities
Guidance Activities
Health and Physical Education Activities
Language Arts Activities
Mathematics Activities
Science Activities
Social Studies Activities
Appendices

APPENDIX A

TEACHING POINTS FOR LEARNING AREA
OF
SELF KNOWLEDGE
(ELEMENTARY)

Mo.	C.E.D.S. Goal	Teaching Points
1.1	Friendship	--getting along with peers in play --understanding others' feelings --making friends easily --making friends with adults
1.2	Personal characteristics affect interpersonal relationships	--knowing what others like about me --knowing that I am an important member of my class --knowing why some people don't like me --knowing what gets me into trouble
1.3	Open communication	--talking to others about things that bother me --talking to my teacher as a friend --explaining my ideas to others --letting others know when I feel left out
1.4	Functioning in a variety of situations	--losing without becoming discouraged --reading or talking before a group without being afraid --not worrying --knowing what to do when teased

APPENDIX B

TEACHING POINTS FOR LEARNING AREA OF LIFE ROLES, SETTINGS AND EVENTS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
2.1 Importance of occupations	--understanding how job choices determine how people live --understanding the importance of all workers to our community --knowing the major industries, products and services in my community --knowing what things create or take away jobs
2.2 The interrelationship of roles	--knowing the kind of work parents and teachers expect of me --understanding how I am a part of my community --contributing to group work --completing family duties assigned me
2.3 Leisure time	--knowing the many kinds of hobbies and sports kids can learn --having hobbies I will enjoy throughout life --getting physical exercise through bicycling, swimming or other activities --belonging to clubs or after-school group activities
2.4 Characteristics of various occupations	--knowing what people in my neighborhood do at their jobs --understanding why people choose different jobs --knowing advantages and disadvantages of various jobs --knowing kinds of work different jobs require

APPENDIX C

TEACHING POINTS FOR LEARNING AREA OF LIFE PLANNING

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
3.1 Decision making	--getting other kids' ideas in planning --knowing steps in decision making --helping make family decisions --participating in classroom decisions
3.2 Planning	--making plans for my future --practicing in order to achieve --knowing how to study for tests --planning my work so it is done on time
3.3 Flexibility in planning	--knowing when changes in my plans are needed --thinking about different solutions before solving a problem --adjusting to new schools and neighborhoods --studying all suggestions when helping plan a class party or project
3.4 Assuming responsibility for own planning	--planning my "free" time at school --planning for parties or friends visits --planning my weekends --planning for junior high school

APPENDIX D

TEACHING POINTS FOR LEARNING AREA OF ACADEMIC AND VOCATIONAL SKILLS

(ELEMENTARY)

Mo. C.E.D.S. Goal	Teaching Points
4.1 Functioning to capacity in basic skill areas	--knowing the basic mathematics facts well --knowing how to read for main ideas --practicing and listening --using punctuation and grammar in writing
4.2 Applying what is learned in school	--using reading skills to enjoy books, magazines and newspapers --using the basic mathematics facts when shopping --writing friendly and business letters --finding information from maps, the dictionary and encyclopedias
4.3 Educational prerequisites of occupations	--knowing what job training is taught in high school --knowing what subjects are taught in junior high school --knowing kinds of jobs which require on-the-job training --knowing how the amount of education needed for various jobs varies
4.4 Pre-employment skills	--practicing good grooming and health habits --getting along in classroom work groups --accepting helpful suggestions --knowing how to help organize classroom project

END

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